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ABSTRACT

Showing a variety of learned behavior about aging, activities in this unit are designed to help high-school students become aware that their views (preconceptions) on aging are not universally held. Objectives of the unit include achievement of global perspective on aging and its problems, understanding of the effects of population growth and economic development on behavior toward old people, and ability to suggest alternative futures for the elderly. A survey of students' opinions about old people is given at the beginning and end of the unit in order to determine if attitude change has occurred during the learning activities. Students are encouraged to go into the community to talk with elderly citizens, study the types of merchandise available to various age groups, and survey attitudes toward growing old in our society. Stereotypes of old people are identified in cartoons and greeting cards. Advertising is shown which instills values to stay young. Readings about other cultures point out differences in dealing with old people. For example, an African tribe abandons its elderly, whereas the Israeli kibbutz provides material security and group involvement. (AV)

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A COMPARATIVE VIEW OF AGING

An Experimental Unit
Second Edition, Revised

Prepared by the Center for Teaching International Relations

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TEACHER'S INTRODUCTION:

Let us make an assumption: When people form perceptions of others they tend to treat these others in terms of those perceptions. If one were to ask a retired person to contribute time to a local community project, the person asking the favor may well forget to ask the retired person if he had other obligations and commitments regarding his time. There is a stereotype operating here: retired people are idle and have little or nothing to do with their time. Hence, in neglecting to ask whether or not the retired person's schedule was filled before asking him to commit time to the community project, the person asking the favor was behaving (at least in part) towards the retired person in terms of the stereotype. Moreover, the reactions of a stereotyped person or group may lead to a cycle of self-fulfilled expectations. Since the role of the retired person has been viewed as one of idleness, many retired persons play this role, reinforcing others' views and preconceptions about them. In this way, acceptance of a stereotyped role by members of a group leads to behavior which reinforces the stereotype.

Let us make another assumption: When any group of people lives in relative isolation from other groups over a period of time, clusters of similar attitude and behavior traits develop within the isolated group. Thus not only are an individual's preconceptions reinforced by the reaction of the "out" group, but the "in" group's preconceptions are collectively reaffirmed by the similarity of attitudes. This group solidarity points up the differences found in other groups and leads to the collective belief that another group's behavior is strange or unnatural.

Where this unit fits in: Somewhere along the way it seems reasonable to expect that we be given opportunities to examine our preconceptions about other peoples. Education enters the scene here. Students are provided activities designed to help them become aware of their own views. As part of this process, there must be some recognition by the student that his own preconceptions lead him to stereotype and, especially, that he is taking liberties when he does so. The most obvious such liberty is overgeneralization. In other words, students need to recognize the great variety of human behavior based on reactions to cultural and personal characteristics, while at the same time they need to realize the relative lack of physical differences cross-culturally due to the fact that we all belong to the same species.

Another important assumption is made at this point: Behavior change is possible only after examination of the bases of behavior. The reason for providing cross-cultural data is to show students that behavior is learned, largely through the mechanism of enculturation, and that it is not simply "natural." In other words, a major goal of this unit on aging is to show the variety of learned behavior about aging in various cultures so that students are made aware that their own views (preconceptions) are not universally held. At the same time, examining the phenomenon of aging cross-culturally can help emphasize the similarity both of the aging process and of humankind's goals across cultures. After completing the unit, students may be able to go through a process of reconceptualization, redefining their

roles in relation to old people and the process of aging. This reconceptualization stage consists of a dual process--unlearning old behavior and views and learning and practicing new behavior and roles. Hence, it may become necessary for some sort of behavior laboratory to evolve for students to practice new behaviors.

The overall design of the unit might be presented somewhat like this: (1) to recognize the need for change ("I've seen what my present attitudes are; I've concluded that my preconceptions aren't entirely accurate or adequate; and I need to change some of them."); (2) to visualize a different role for myself ("I've learned by being exposed to a variety of behavior that mine is not 'natural,' but learned. Therefore, it is possible for me to change and to see myself in a different role.")

UNIT OBJECTIVES ON AGING

Cognitive Objectives:

To examine and evaluate personal and societal attitudes toward aging by exposing conscious and unconscious elements which have contributed and are contributing to present perceptions

To examine attitudes and behavior toward aging in other societal contexts in order to make cross-cultural comparisons between our perspectives and those of others

By making cross-cultural comparisons, to be able to redefine aging and the problems of old age in a broader, global context

To examine alternative models of behavior towards the elderly and toward aging by studying selected societies and how those societies deal with the phenomenon of aging and the treatment of old people

To recognize that our personal and societal perspectives toward aging are not necessarily universally shared, and that we are culture-bound in our definitions of old age

To recognize that differences notwithstanding, there are common human patterns of behavior regarding the aging process, and, hence, there is a need to think about and identify these common patterns

To recognize the arbitrary nature of our behavior towards old people and to further recognize that our behavior and perceptions can be changed

To evaluate which of our own attitudes and behaviors toward aging might be functional and/or dysfunctional in terms of a future global society

To recognize some of the effects of population growth and economic development on personal and societal behavior towards old people and their problems

To assimilate some basic content regarding the problems of the elderly in the United States and in other selected societies

Affective Objectives:

To gain a sense of empathy with old people, the aging process and the problems of the elderly through interpersonal and intergroup contact

Skill Objectives:

To hypothesize about alternative futures for the elderly and the students' roles in the future

To be able to manipulate both statistical and nonstatistical data in examining cross-cultural behavior

To gather and tabulate raw data, and form hypotheses regarding personal and community attitudes toward aging and old age

OVERVIEW OF UNIT

Activity 1: MY VIEWS A survey designed to bring out students' perceptions of aging and old people. Review of the survey is used at the end of the unit as a posttest.

Activity 2: ACT YOUR AGE! Picture exercise which has students categorize the images according to whether they represent people who are acting their age or not acting their age. Designed to get at age stratification and role expectations.

Activity 3: PERSONAL FEELINGS ABOUT OLD AGE Personal values clarification inventory. Students verbalize specific feelings about old age.

Activity 4: "WE ARE NOW 70" A role-playing activity. The objective in this lesson is to get students to act out their perceptions of the aged and then check out those perceptions with a group of 70-year-olds in the community.

Activity 5: STATISTICAL PROFILE OF AMERICA'S ELDERLY A data chart is provided to get students hypothesizing about problems of the aged in America.

Activity 6: 161 YEARS OLD? Reading on exceptional longevity. Students compare similarities and differences in social and environmental factors relating to longevity in two societies: the United States and the Azerbaijan region of the southern Soviet Union.

Activity 7: COUNTING THE AGE GROUPS IN THE COMMUNITY Students visit local department stores to identify as many age categories as they can from the goods sold in those stores. Designed to generate discussion about the large number of age categories--e.g.infant, toddler, pre-schooler, kindergartner, teenager, etc.--used in our society and their functional value.

Activity 8: COMMUNITY SURVEY ON AGING AND DEATH A simple two-question survey used to get at community feelings about aging. Asks respondents to first determine the age to which they expect to live, then respond with the age to which they want to live. Students then culminate the activity by debating the statement, "Growing old has a bad reputation in our society."

Activity 9: LIFE PERSPECTIVE Students survey people in a variety of age groups to ascertain at what relative age people develop a foreshortened time perspective in our society.

Activity 10: MISCELLANEOUS COMMUNITY ACTIVITIES ON AGING A series of community-oriented activities which addresses questions such as, "Who are the 'old' in the community?"; What are the concerns of the elderly?"; and "where do old people live?.

Activity 11: GREETING CARDS AND CARTOONS Uses a collection of greeting cards and cartoons to get at stereotyping the aged.

Activity 12: YOUTH FOR SALE Students inquire into advertising to determine the value society places on youth and staying young.

Activity 13: WHAT'S IT LIKE TO BE OLD? Series of reading across societies (United States and Vilacabamba in Ecuador) which has students compare attitudes of the elderly towards old age and aging.

Activity 14: "SLOW-DOWN" Simulation which provides students with an opportunity to pre-experience one aspect of growing old: the slow-down of intellectual functioning.

Activity 15: THE IK TRIBE Reading to help students recognize some of the ways in which socialization and culture determine societal attitudes toward aging. Faced with the prospect of extinction, how does a group of people treat its old? In the case of the Ik, the answer is pretty horrifying.

Activity 16: AGING WITH GRACE AND DISGRACE Two groups are compared in this exercise--the people of the Israeli Kibbutz and Japan--from which students infer about the similarities between the two groups and the United States. Raises the question of cross-cultural trends in treatment of the aged.

* Activity 17: WHICH COUNTRY IS BEST? Students compare four hypothetical societies and rank them according to which are perceived as "best" for elderly people. Provides a means for assessing desirable societal settings for the aged.

Activity 18: CONCLUSION: "MY VIEWS RECONSIDERED" Students look at the survey they filled out in Activity #1. They are then asked to write out the ways they feel their views changed regarding aging as a result of the unit.

INSTRUCTIONS TO "MY VIEWS"

You are now asked to participate in a survey designed to find out how you feel about some things regarding old people. Since this kind of survey might be new to you, a few examples will help you complete it.

The example used here has no relationship to the subject of old age--it is merely used as a sample to show you the mechanics of answering the survey.

Suppose you were given the following statement and sets of words:
I THINK THE WORLD WE LIVE IN TODAY IS...

Stable	1	2	3	4	5	6	7	Unstable

You would think for a moment about how you felt toward world stability. If you think the world is extremely unstable, you would probably circle the 7, indicating your feeling. If you think the world is very unstable, or simply unstable, you might circle the 5 or 6; somewhat stable, but not very stable, circle the 3 or 4; very stable, circle the 2; extremely stable, circle the 1.

There is no attempt to trick you with the questions. Please answer all questions honestly and to the best of your ability. UNDER NO CIRCUMSTANCES PUT YOUR NAME ON THE SURVEY.

NOTE: YOUR TEACHER MAY WANT TO TABULATE THE RESULTS OF THE SURVEY AND DISCUSS CLASS RESPONSES TO THE ITEMS. IN ANY CASE, WE SUGGEST YOU KEEP YOUR COPY OF YOUR SURVEY AND PUT IT AWAY SOMEWHERE, SO THAT YOU CAN WORK WITH IT AGAIN AT THE END OF THIS UNIT.

"MY VIEWS"

(Please circle the number on the word scale that best expresses your feelings.)

"WHEN I THINK OF OLD PEOPLE, I THINK OF PEOPLE WHO ARE..."

KIND	1	2	3	4	5	6	7	CRUEL
HEALTHY	1	2	3	4	5	6	7	UNHEALTHY
DISHONEST	1	2	3	4	5	6	7	HONEST
HAPPY	1	2	3	4	5	6	7	SAD
QUIET	1	2	3	4	5	6	7	LOUD
INACTIVE	1	2	3	4	5	6	7	ACTIVE
SEXY	1	2	3	4	5	6	7	NOT SEXY
POOR	1	2	3	4	5	6	7	RICH
STRONG	1	2	3	4	5	6	7	WEAK
FAST	1	2	3	4	5	6	7	SLOW
WISE	1	2	3	4	5	6	7	NOT WISE
SIMPLE	1	2	3	4	5	6	7	COMPLICATED
USELESS	1	2	3	4	5	6	7	USEFUL
TOLERANT	1	2	3	4	5	6	7	INTOLERANT
CHANGEABLE	1	2	3	4	5	6	7	RIGID
PUBLIC	1	2	3	4	5	6	7	PRIVATE
WORDS	1	2	3	4	5	6	7	DEEDS
FORWARD-LOOKING	1	2	3	4	5	6	7	BACKWARD-LOOKING

Title: ACT YOUR AGE !

Introduction:

In examining the phenomenon of old age it is essential to provide students with opportunities designed to bring out their own stereotypes of old people. These perceptions are often hidden below the conscious level. The following exercise was developed to help get out some stereotypes of old people by asking students to judge whether or not certain behaviors are appropriate for the "over 65" or "senior citizen" set.

Objectives:

--To recognize that we have preconceived notions about what is appropriate and inappropriate behavior for old people

--To identify our perceptions of old people

--To discuss some of the factors--family, peer group, media, e.g.--that influence our attitudes about what is appropriate and inappropriate behavior for old people

Time: One Class Period

Materials:

--slide projector and screen

--copies of STUDENT HANDOUT 2:2, one copy for each student

Preparation:

Tell students that they are going to see a series of 20 slides. Each slide will appear on the screen for approximately 5 seconds. As the students view the slides they are to place X's by the numbers of the slides they feel represent people who are not "acting their age" and O's by the numbers of the slides they feel represent people who are "acting their age."

Step 1: Show the slides.

Step 2: Appoint a group of students to compile the class data on how many students placed X's by each picture.

Step 3: Record data on the chalkboard.

Step 4: Debriefing

1. Which of the scenes depicted behavior you felt most inappropriate for old people? Why? Did the rest of the class agree? For what reasons?
2. Were some pictures difficult to decide upon? Why?
3. What experiences or episodes in your life and in the lives of your classmates do you think have made you react to the pictures as you have?

PICTURE EXERCISE

In a few moments you are going to see a series of 20 pictures on the screen. As you view each picture, decide if the people in the picture are acting their age or not acting their age. When you make your decision about each slide mark the spaces below as follows:

(no. of slide)	0	Mark an 0 for pictures in which you see people acting their age
"	X	Mark an X for pictures in which you see people not acting their age
"	____	Leave blank those pictures about which you cannot decide

WHICH OF THE PICTURES SHOW PEOPLE WHO ARE ACTING OR NOT ACTING THEIR AGES?

1.____	11.____
2.____	12.____
3.____	13.____
4.____	14.____
5.____	15.____
6.____	16.____
7.____	17.____
8.____	18.____
9.____	19.____
10.____	20.____

(Guide to 20 Pictures-
Act your age!)

1. old man fishing
2. teenagers dancing
3. old woman playing drums in a rock group
4. old person at a prescription counter
5. teenager, seated in a rocking chair
6. old person dressed in mod clothes and riding a chopper cycle
7. old person playing with a young child on the grass
8. old person leaning down to kiss a young person on the forehead
9. young teenager dressed in mod clothes
10. centenarian running a race with high school track team
11. old man with long hair
12. old woman and man sensually embraced
13. old couple at a political rally for a communist candidate
14. old woman in a swim suit at the beach
15. old couple (over 90) in a "single's bar"
16. young middle-aged man posed as a patient in a nursing home
17. old person seated in a wheel chair in a nursing home
18. old person drinking wine out of a bottle
19. 8-year old drinking a beer, smoking a cigarette
20. college-age couple at the park drinking wine out of a bottle

OPTIONAL WAY OF DOING "ACT YOUR AGE!"

Ask students to break into small groups. Tell them to go out into the community and collect pictures from magazines and/or take pictures of people that they feel represent appropriate and inappropriate behavior for various age groups. Ask each student group to appoint a spokesman to report the results to the class. The task of the spokesman will be threefold: 1) To show the rest of the class what data was collected and whether the group felt each piece of data represented people who were acting their age or not acting their age; 2) To indicate the reasons why the pictures were chosen to illustrate appropriate and inappropriate behavior for particular age groups; 3) To elicit additional information from the rest of their group.

Title: PERSONAL FEELINGS ABOUT OLD AGE

Introduction:

Another way of getting at preconceived notions about old age and growing old is to get students to state their feelings about old people. Student participation in the survey below should be voluntary, but encourage involvement.

Objectives:

--To verbalize and discuss specific feelings about old age and old people

--By discussing personal feelings with others in a group, to recognize that many of these feelings are not unique to individuals

Time: One Class Period

Procedure:

Distribute 1 copy of STUDENT HANDOUT 3:3 to each student. Ask them to respond as fully as they can to the questions in order to facilitate group discussion. Allow about 10-15 minutes for them to write down their responses. Then either break the class into small groups or proceed with the follow-up discussion with the whole class. If you choose to have students break into small groups, instruct them to try to reach consensus on their feelings, appoint a leader for discussion purposes, and have him or her report to the class after about 15 minutes of group meetings. Then, proceed with the follow-up with the whole class.

Follow-up: (Optional)

1. What similar answers were there within the group?

2. It might be interesting to tabulate the data on question 5 and have a group of old people in the community comment on the results. For example, many younger people might assume that one common place to find old people would be in nursing homes. However, in most American communities only 5 % of people over the age of 65 reside in nursing homes. A comparison of where old people actually live with where students think they live might be interesting.

3. Does the class feel that their responses to the seven questions would be shared by most people in their age group? By their parents? By most of the people in their community? By people in other countries? Why or why not in each case?

NOTE: By this point it should be clear that our attitudes about old people and growing old are dependent in large measure on our frames of reference. It might be useful to re-emphasize this notion by having students name as many different frames of reference as they can. You can get them started by saying something like, "Now that we've seen that our attitudes toward old people

and aging are determined by many influences, let's take the next few minutes and list on the chalkboard as many of these influences as we can." If need be you can list a couple such as a person's age group or culture.

4. Distribute STUDENT HANDOUT 3:4 . These questions are extension questions about personal feelings towards old people and growing old. Accordingly, this handout is for individual thought and should not be used as an assignment.

PERSONAL FEELINGS ABOUT OLD AGE

1. NAME TWO THINGS THAT WORRY YOU ABOUT GROWING OLD.

2. NAME TWO THINGS THAT YOU FEEL WOULD BE "NEAT" ABOUT GROWING OLD.

3. NAME TWO THINGS THAT YOU DISLIKE ABOUT OLD PEOPLE.

4. NAME TWO THINGS THAT YOU LIKE ABOUT OLD PEOPLE.

5. LIST IN ORDER THE THREE MOST COMMON PLACES YOU WOULD FIND OLD PEOPLE IN YOUR COMMUNITY.

6. TO WHAT AGE WOULD YOU LIKE TO LIVE?

7. "I CONSIDER PEOPLE OVER THE AGE OF _____TO BE OLD PEOPLE."

PERSONAL FEELINGS ABOUT OLD AGE

The following list of questions is for your use in determining your feelings about aging. You might want to write out your answers to the questions, keep this sheet for 2 weeks, and then look at your responses at the end of the 2-week period to see if you agree then with what you write now.

1. Are others in your age group experiencing the same feelings you are about aging? In what ways do you think your attitudes about aging and old people are <u>different</u> from others?

2. What in life seems to be worth growing old for?

3. What would you most like to be doing when you are old?

4. Do you shut out thoughts about growing old? Why?

5. Do you know of someplace in the world where growing old would be pleasant? Where? Why?

6. Assume for a moment that you are 75 years old. Describe how you would live out a typical day.

Title: "WE ARE NOW 70!" A Role-Play Activity *

Introduction:

One of the goals of this unit is to have students gain as much empathy as possible for those people in our society considered "old." One way of providing an opportunity to gain empathy is via the following two-stage process: first, a volunteer group of four or five students is asked to role-play a group of 70-year-old people having a discussion about some major human issues. Second, after students have role-played their perceptions of how 70-year-olds would act and what they would say about such topics as religion, sex and politics, they will be given an opportunity to listen to an actual discussion of 70-year-olds on those very topics. It is suggested that you not tell the students about the planned visit of the 70-year-olds until after they have done their role-play. The object here is not to trick them, but to maximize what they might learn from comparing their perceptions of the aged with their observations of the aged themselves.

Objectives:

--To provide an opportunity to enquire into the perceived actions and feelings of old people regarding politics, meaning of life, sex, young people and religion as discussion topics.

--To check out perceptions of older persons' attitudes on the listed topics against an actual discussion of those topics by older people.

Time: 4 Class Periods

Preparation:

A number of days before you begin this activity locate four or five people in the community who are at least 70 years old. Invite them into the class to discuss their feelings about some key human issues. Tell them that the class is very interested in listening to and finding out about how older people in the community feel about subjects like politics, the meaning of life and religion, and that they will be asked to sit in a circle in front of the class and express their thoughts and feelings. The reason we suggest that this stage of preparation occur several days before the activity is that it may take a good deal of time to make the necessary arrangements. Make certain your older citizens group is composed of both men and women.

Another stage of the preparation involves the actual student role-play. At this point, the role-play is still unrelated to the invitation of the older citizens into the classroom. Do not mention to students that the culminating part of the role-play will be to hear people over 70 actually discuss the same issues dealt with in the role-play. (A philosophical point arises here, however. Some teachers may feel that telling the students about the whole scheme would actually benefit and enhance the learning experience. If so, fine. We think it would work either way.)

* Adapted from a suggestion by Bob Clifton, Metro State College.

Explain that you need a group of four or five students to volunteer to role-play a group of 70-year-olds holding a discussion. When your group of volunteers has been chosen, tell them they are to put on at least a 25-minute discussion the next day in front of the other class members. Tell the group they may dress-up, make-up, and imitate the actions of 70-year-olds. Don't tell them what the discussion topics will be, but do tell them they will be discussing some very important human issues as a group of 70-year-olds would discuss them. Have, if possible, a video tape recorder on hand to record both discussion groups; at minimum record the discussions on tape. It is <u>essential</u> to record the sessions.

<u>Procedure</u>:

First Day: This is the day the role-played discussion is to take place. By this time the group of volunteer students should be wearing appropriate garb and be "in the mood." Seat them in a circle in the room, using any seating arrangement you wish for the rest of the class. Tell them they have 25 minutes to discuss all the topics you are going to list on the chalkboard: POLITICS, THE MEANING OF LIFE, SEX, YOUNG PEOPLE, RELIGION. The idea is to express their feelings and thoughts as 70-year-olds on these topics. You might get the session started with something like, "Class, today we have invited into our midst a group of 70-year-old citizens from our community who are going to share with us some of their thoughts as senior citizens about some major issues of our times. Let me start the group off by asking the following question: "What are some of your thoughts and feelings about the subject of <u>politics</u>?" Allow discussion of this topic to proceed for five minutes (no longer!). At the end of five minutes say, "At this point I would like to switch the topic of our group discussion. As a group of senior citizens, I would now like you to express your thoughts and feelings about <u>sex</u>. Please begin." Allow 5 minutes only! Then, at the end of five minutes, switch the topic again. "Now, senior citizens," (it is important to keep reminding them that they are playing this role), "for the next few minutes I would like you to express your thoughts and feelings about the <u>meaning of life</u>." Again, end the discussion, no matter what, in five minutes. Follow the same procedure for changing topics for the remaining two topics, <u>young people</u> and <u>religion</u>.

Second Day: Use this class period to play back either the video-tape or the taped recording of yesterday's role-play discussion. The class, including your group of volunteers, should write down on a piece of paper the <u>attitudes</u> and <u>thoughts</u> expressed by the group as each topic was raised for discussion. After the recording has been played back, discuss the following two questions with the class:

1) How well (accurately) do you think the student group played their roles? Would 70-year-olds in fact act as the students did? In what ways, yes? In what ways, no?

2) What were some of the more outstanding attitudes you noticed that the group conveyed about each of the topics?

At the end of this class period, announce to the class that tomorrow they can expect a visit in class from 70-year-olds from the community. This group of senior citizens has been informed that the class has been studying aging. Their task will be to discuss their feelings and thoughts about POLITICS, THE MEANING OF LIFE, SEX, YOUNG PEOPLE, and RELIGION. Again, be certain to have a video-tape recorder or at least a tape recorder on hand for the discussion.

Third Day: Invite the group of older citizens into the class. Seat them in front of the class. Explain to them that this class has been studying the topic of aging and old people and that they are very interested in having this group share some feelings and attitudes with them. Explain to the older citizens group that they will have about 25 minutes in which to discuss 5 major topics which you will write on the chalkboard: POLITICS, THE MEANING OF LIFE, SEX, YOUNG PEOPLE, RELIGION. Explain that you are aware of the very limited time they have, but encourage them to do the best they can (without being patronizing, of course.). Explain to the older citizens group to get out as many ideas and feelings about the topics as they can given the limited time periods. You might get the session started by saying something like "Class, today we have invited into our room a group of older citizens from our community. They have graciously consented to share with us some of their feelings and thoughts concerning some key human issues in today's world. Let me start the group off by asking the following question: What are some of your thoughts and feelings about the subject of politics?" Allow 5 minutes only. Use same procedure as outlined for role-play with students on the first day for the rest of the discussion. After all topics have been discussed, if there is time remaining, allow a period for students to ask questions of the group--about their lives, activities, etc.

Fourth Day: Spend this day playing back the recording of your 70-year-old group.

Debriefing:

1) Were there any surprises regarding the older citizens attitudes about some of the topics?

2) How accurate were your personal, the role-playing group's, and the class' perceptions of old people regarding their behavior, actions and attitudes about the topics?

3) Write a short paragraph describing what you learned about older people from this activity. Write another short paragraph describing what you learned about yourself from this activity.

Title: STATISTICAL PROFILE OF AMERICA'S ELDERLY

Introduction:

The data chart (STUDENT HANDOUT 5:3) is one quick way of providing students with an overview of America's elderly. In addition to developing inferential skills, a great deal of information about old people can be gleaned from the figures.

STUDENT HANDOUT 5:4 was included only as a suggested way of structuring the use of the profile. You should feel free to use or not use the data as you see fit.

Objectives:

--To make inferences and hypotheses about old people in the U.S. based on the statistical data

--To recognize the use of statistical data in providing information

--To raise questions about the adequacy of statistics to answer questions

Time: 1 Class Period

Procedure: Distribute copies of STUDENT HANDOUTS 5:3 and 5:4. You might have students do parts I and II of STUDENT HANDOUT 5:4 either individually or in groups of 2-3. Part III could be done either in small groups or with the whole class.

Teacher's Guide to STUDENT HANDOUT 5:4:

I) Make 10 hypotheses about old people in America based on the statistical profile. (Possibilities include: people in the U.S. are considered elderly at the age of 65; if the old are increasing in number faster than any other age group, then the age composition of our society is changing; an overwhelming percentage of old people are classified as Whites; nearly 60% of the elderly are women; the largest proportion of people over 65 live in the Midwest and in Florida and Arkansas; states having the largest total populations seem to have the largest numbers of old people living there; as a group, the 65 and older population is less well off economically than those younger; etc.)

II) List 5-10 questions you have about old people that the statistical profile can't answer. Where would you go to find the answers? Now, go find them. (Possibilities are quite numerous here of course: why do women tend to outlive men? Why are there so many more widowed women than widowed men? Why such a high concentration of elderly people in Florida and in the other states listed? etc.) If student interest is high, brainstorm with the students where they would go, i.e., in what books would they look, what people would they interview, what media could they use, etc., to find out the answers to these questions. It is strongly suggested that those students who are interested in pursuing the answers to the questions raised be given the opportunity to do so.

III) Some additional questions:

1) Why is 65 used as the designated age at which people become "old" people in this country? (65 is a very arbitrary age set for retirement, and therefore, by implication, to designate "elderly" in the U.S. Historically the age of 65 evolved from the 1930's as a convenient way of setting retirement limitations. It is a subject of great controversy among politically sensitive groups seeking reform for the aged as it is among many old people individually. A dysfunctional aspect of using 65 as a demarcation point is that it tends to put people who are 65 and older all into one category, thus helping reinforce stereotypes about the age group. You might point out to students, if they don't raise the point, that 65 is very much like other arbitrary ages used in our society--21 for majority; 18 for voting, etc.; 12 and under considered "children" in amusement parks and movie theaters; etc. While it is convenient and even necessary to have these ages for administrative and political purposes, one must recognize that they exist for those purposes <u>alone</u>.)

2) Which states have the most active senior citizens' groups? (Florida, for one, does have a politically active older citizenry.)

3) Why is the percentage of men over 65, married, spouse present, so much higher than it is for women in the same category? (One obvious explanation is that since women tend to outlive men, especially as the ages of both sexes increase, the imbalance would leave men with spouses present while the reverse would be true for women.)

4) What do the percentages on divorce indicate about the marriage and divorce patterns of the elderly? (An overwhelming number of persons over 65 are married. Very few over 65 get divorced. However, these figures are constantly changing. Some gerontologists belive that longevity is connected to marriage patterns--persons who live long tend to have stable marriage patterns.)

5) Which of the two sexes appears to be healthiest according to the statistics? Why do you suppose this is true? (Almost all statistics report that women tend to outlive men, thus one could conclude, at least in terms of longevity, that women are healthier. You need to probe additional sources for answers here, but many gerontologists and sociologists state that a big contributing factor lies in life-styles. These behavior patterns are changing, however, and so are the statistics.)

6) What statistics might indicate the <u>plight</u> of America's elderly? (Answers are numerous here: income statistics; poverty statistics; changing age composition figures; racial composition figures; etc.)

STATISTICAL PROFILE OF AMERICA'S ELDERLY

Among those people 65 and older living in the U.S....

Number: 21,815,000
Ratio to persons under 65 in total population: 10%
Rate of increase: highest among all age groups

Racial Composition--
White: 91.1% or 19,883,000
Black: 7.9% or 1,732,000
Other: 0.9% or 199,000

Sex--
Women: 58.9% or 12,849,000
Men: 41.1% or 8,966,000

Marital status--
Proportion in group who are

	Women	Men
Widowed:	52.4%	14.4%
Married, spouse absent:	1.4%	2.1%
Married, spouse present:	37.3%	76.7%
Single:	6.3%	4.6%
Divorced:	2.6%	2.2%

Location--
States with largest proportion of population 65 and over:

Florida	15.5%
Arkansas	12.7%
Iowa	12.3%
Missouri	12.3%
Nebraska	12.3%
Kansas	12.2%

States with largest numbers of people 65 and over:

New York	1,987,000
California	1,929,000
Pennsylvania	1,323,000
Florida	1,190,000
Illinois	1,125,000
Texas	1,084,000

Income:

1973	Median family income
Age 65 and over.....	$6,426
All U. S. families.....	$12,051

Proportion of people in poverty:
Age 65 and over..... 1 in 6 people in the U.S.
Age 65 and under..... 1 in 10 people in the U.S.

Source: U.S. Department of Commerce, 1975.

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Suggested use of Statistical Profile of America's Elderly:

I) Make 10 hypotheses about old people in America based on the statistical profile.

II) List 5-10 questions you have about old people that the statistical profile can't answer. Where would you go to find the answers? Now, go find them.

III) Some additional questions:

1. Why is 65 used as the designated age for old people in this country?
2. Which states do you think have the most active senior citizen's groups?
3. Why is the percentage of men over 65, married, spouse present, so much higher than it is for women in the same category?
4. What do the percentages on divorce indicate about the marriage and divorce patterns of the elderly?
5. Which of the two sexes appears to be healthiest according to the statistics? Why do you suppose this is true?
6. Which statistics might indicate the <u>plight</u> of old people in America?

Title: 161 YEARS OLD?

Introduction:

Popular literature abounds with articles, essays and entire volumes on people with exceptional longevity. The mere idea of a person living to be 161 as suggested in the student reading may fascinate even the most passive reader.

But there are other reasons for including such a reading in this unit. Consider this: in the United States, a nation which prides itself on medical know-how, there are about 6 centenarians per 100,000 population; in the Azerbaijan region of Southern USSR, away from the abundance of medical knowledge available to industrialized societies, there are about 84 centenarians per 100,000 population. In other words, when measured by numbers of centenarians or simply by numbers of people over the age of 65, there is considerable difference between longevity in the United States and longevity in Azerbaijan, as well as in other areas of the world. Are there elements in our society--life-style, pace of living, diet patterns, work patterns, attitudes, medicinal practices--that help account for the differences? Moreover, are there things we can learn from a study such as the one about Azerbaijan that can give us clues to our own aging processes and problems? The student reading (161 YEARS OLD?) and follow-up questions suggest that such a cross-cultural study of aging might yield important data for us regarding aging in our personal lives and in our society.

Objectives:

--To compare similarities and differences of social and environmental factors relating to longevity in two societies--the United States and the Azerbaijan region of the southern Soviet Union

--To identify possible behavioral changes students could make to increase the prospects of a longer life-span

Time: One Class Period

Procedure: Locate article from Life magazine, "161 Years Old and Still Growing," by Peter Young, Sept. 16, 1966, pp. 121-127, for students to read. Discuss follow-up activity and questions.

Follow-up:

1. Make two tables on the chalkboard and have students provide information to fill in the charts.

DIFFERENCES BETWEEN OURSELVES AND THE AZERBAIJANS

social environment:	(elders respected; age venerated; aged role in community affairs genuine, not perfunctory)
attitudes of old people:	(Many have zest for living, concentrate little on death, although some do want death to come; lack of fear of death; simplicity in view of what life is all about; lack of heavy emotional burdens)

physical environment:	(rigorous; must do much walking and exercising as part of daily routine; much climbing involved--dilates blood vessels; life-long physical exertion to build up muscle tone, cardio-vascular system)
diet:	(devoid of much carbohydrate and saturated fat; emphasis on green leafy vegetables; caloric intake 700-800 calories a day less than average American)
economic situation:	(older people have important roles in the work of the community; not regarded as competition for younger workers)
??????????	

(What must be stressed here is that when we compare a very small rural community with such an amorphous group as the population of the United States we can only speak in gross generalities about the latter. Obviously, many people in our society do much to enhance their chances of longer and better lives. What we are talking about here are general societal conditions and attitudes. Put another way, how many opportunities in our society are there for elderly people to assume a genuine, not perfunctory, role in decision-making, for example?)

SIMILARITIES BETWEEN OURSELVES AND THE AZERBAIJANS

social environment:	(need to communicate; need to relate to others; need for self-fulfillment, self respect and societal support)
attitudes of old people:	(many older people have a simplistic view of life; many older people lead active lives, go places, become involved--in contradiction to the stereotype of idleness.)
physical environment:	(people who work with their arms and hands in physically demanding work are in substantial numbers; however, there is an obvious big difference in this category because so few people are engaged in life-long physical challenges)
diet:	(dietary needs are basically the same the world over; requirements for an ideal diet are present and available to great numbers of the population; cultural and personal preferences and availability of certain food items create differences in diet)
economic situation:	(older people are part of the larger economic society)
??????????	

2. According to the items you discussed concerning the similarities and differences between the U.S. and Azerbaijan, and the article you read, 161 YEARS OLD?, much has been said and more certainly needs to be researched about what one can do to increase his or her life expectancy. Suppose for a moment that you decided you wanted to live to be 100. Take a personal inventory of your habits and attitudes and list what things you would do to try and accomplish your goal. Share the list with other students. Can the class identify a "master list" of DO's and DON'Ts for longevity? (Suggested responses might include: changes in diet, less fat and carbohydrates, etc.; more physical exercise; seeking more ways to relax; trying to find ways to relieve emotional traumas.)

3. How much of the burden of responsibility do you place on your own shoulders for your life-expectancy? How much responsibility on society's shoulders? How much on heredity?

Title: COUNTING THE AGE GROUPS IN THE COMMUNITY

Introduction:

A central concept of this unit is that of age stratification. Understanding this phenomenon should help students to see why we expect certain age groups to behave in predetermined fashions. Furthermore, even though students may be aware that we group people according to age within our society, they are probably not aware of the great number and variety of these groups. The following exercise will provide students with experience in identifying the variety of age categorizations so that they may begin to better understand some of the behaviors that are expected for people within each age group.

Objectives:

--To identify specific age categories and to discuss why it is useful to have such categories

--To recognize that our society defines and makes use of a variety of age categories

--To infer from an age classification what behaviors might be expected of the people in the category

Time: Two Class Periods

Procedure: (can be used with whole class or a small group)

Step 1: Divide class into groups of four or five students. Explain to the groups that they are to go into local stores to find out how many age classifications are used there. Have each group choose a recorder responsible for writing down the age categories identified by the group.

NOTE: To encourage generating as many classifications as students possibly can, you might arrange for the groups to be in competition with each other--perhaps awarding the group with the longest list of categories a prize.

Step 2: Assign each group in your class to a local store . (It would be a good idea to inform the managers of the stores you're planning to use. If you live in a very small town, all the groups could use the same store.)

Step 3: Upon returning to the classroom, each group recorder should go to the chalkboard and list the age categories identified by their group.

Step 4: Discussion

(1) According to the lists on the chalkboard, how many different age classifications did the class as a whole discover? (A partial list would include infant, toddler, kindergartner , teenager, college age, young adult, newlyweds, middle-aged, elderly, etc., as well as specific age-year categories, i.e., ages 5-7, 18 months-2 years, etc.)

(2) Why were some items in the stores aimed at particular age groups and other items aimed at other age groups? (A toy train is aimed for the kindergartner or young child because of expectations that the age group plays with toys, has the manual dexterity to play with the toy, etc. Hair color designed to tint gray hair is aimed at a middle-aged or older market because it is assumed that many people in that age category want to cover up gray hair.)

(3) What would make it "illogical" to sell a doll with a label marked "for ages 65 and older?" (Here you need to deal with expected behavior of age groups. In our society, people over 65 are simply not expected to play with dolls. If they do play with dolls they are considered abnormal, and they are considered abnormal because the behavior is not normal for their age group.)

(4) Distribute copies of STUDENT HANDOUT 7:3, "Age Categories of the Kalingas of the Philippines." Ask students to compare the list of categories they discovered in their own community with the list on the handout. How are the two societies different in the ways they determine an age group? How are they similar? (Students should be able to point out that many of our age categories refer to or relate to our economic system--the age at which a person can wear certain size clothes, for example. Much of the age categorization of the Kalingas revolves around the degree of independence of the child from its mother. In terms of similarity, students should point out that all societies regardless of time or space find it useful to categorize by age. Some societies are rather elaborate in the process, as are we in the United States.)

AGE CATEGORIES AMONG THE KALINGAS OF THE PHILIPPINES

The Kalingas of the Philippine Islands recognize ten stages of growth in the child from birth to maturity:

Newborn

Beginning to smile

He creeps

He sits alone

He stands up

He begins to walk

He runs around

He can be sent on errands

He can be sent to the forest for fuel

Companion (implies full majority; that is, as a companion the boy could fight, court girls, marry, and set up his own household.)

Excerpted from Ina Corinne Brown, UNDERSTANDING OTHER CULTURES (Englewood Cliffs, N.J.: Prentice-Hall, 1963), p. 50.

Title: COMMUNITY SURVEY ON AGING AND DEATH *

Introduction:

The assumption that old age has a somewhat bad reputation in our society can be tested by having students administer a simple, two-question survey to the community (STUDENT HANDOUT 8:3). Research conducted by sociologists indicates that up to 25% of respondents to the survey said they wanted to die before their bodies would fail them physically. How would your students and members of your community respond?

Objectives:

--To compare data gathered in a community with the assumption that old age is looked upon with disfavor in our society

--To gather and interpret data about peer, community and societal attitudes toward old age and growing old

Time: Three Class Periods

Preparation:

Hold a brief discussion (10-15 minutes) to orient students to the idea that many people in our society seem to want to die before they expect to. One way of doing this is to write the following statement on the chalkboard and discuss: I WOULD RATHER DIE FIRST THAN LIVE TO BE 100. Ask students how many would agree to the statement. How many would disagree? Focus the discussion on the "whys" and "why nots." You might conclude the discussion with the question, "Do you think most people in our community would rather die than live to the age they expect to?" If the class is interested in finding out, proceed to the survey.

Step 1: Duplicate enough copies of STUDENT HANDOUT 8:3 to survey by random sample a section or all of your community. (For example: If your community or neighborhood is a typical suburb, you might choose an 18- or 20-square-block area, roughly estimate the number of people living there, and then duplicate enough copies of the handout to survey ten percent of your estimated figure.)

Step 2: Divide the class into groups of 2-3 and give each group a portion of the handouts.

Step 3: Draw a rough map of the community section or neighborhood you want to survey on the chalkboard. Mark off sections of the map and assign each student group a section in which to administer the survey.

Step 4: Set aside a class period and send the groups out to administer the survey. Instruct them to randomly choose the people they are to survey. (For example, have them go to every third door or fourth door.) Explain to them that it is not necessary to survey all of the people in their section, but that they should bring back as many of the completed handouts as they can of the number they were given by the teacher.

* Adapted from an idea by Robert Kastenbaum in "Age: Getting There Ahead of Time," Psychology Today, December, 1971.

Step 5: Appoint a committee of students to tabulate the results. Instruct this committee to record the following on a sheet of paper:

(1.) the number of people who circled a higher age on A than on B

(2.) the number of people who circled a lower age on A than on B

(3.) the number of people who circled the same age on A and B

(4.) the number of people who did not supply sufficient data to place them in any of the three categories above.

Then, have the committee convert all of the numbers arrived at in the four categories above to percentages. List the percentages and categories on the chalkboard. A possible list might look as follows:

--66% (or 33 people) out of 50 persons surveyed circled a higher age on item A than they did on item B

--2% (or one person) out of 50 circled a lower age on A than on B

--30% (or 15 people) out of 50 circled the same age on both items

--2% (or one person) out of 50 did not complete the survey (NOTE: this item may not be a relevant category in your survey).

Debriefing:

(1.) Do the results of this survey as listed on the chalkboard surprise you in any way? If so, how and why? If not, why not?

(2.) Do you think the people you surveyed in the community pretty well felt the same way about wanting to die or not wanting to die before reaching the age at which they expect to die as you and the class did?

(3.) What do you think the results of this survey indicate about attitudes in your community towards growing old? (If the results were similar to those used in the example in Step 5, students might respond that most people in their community seem to want to die before they expect to, and that old age is looked upon rather disfavorably. They might also respond that a rather large percentage of the people surveyed seemed to be satisfied with living to the age of their expectation.)

(4.) Old age and growing old seem to have bad reputations in our society. Does the data you collected in your community tend to prove or disprove that notion? Why or why not? (If the percentage is high of those people who responded to A with a higher age than to B, students might well conclude that at least in their community people look down upon growing old.)

(5.) Ask students to elaborate on the comments put at the bottom of the questionaire by some of the people. Try to bring out as many different comments as you can. Why do students think people responded the way they did to the two items on the handout?

COMMUNITY SURVEY

(Please circle your answer)

A. I EXPECT to live to age:

20 25 30 35 40 45 50 55 60 65 70

75 80 85 90 95 100

B. I WANT to live to age:

20 25 30 35 40 45 50 55 60 65 70

75 80 85 90 95 100

COMMENTS (if any):

Title: LIFE PERSPECTIVE *

Introduction:

A hallmark of old age is a foreshortened time perspective. The older person seems to avoid thoughts about the future because he or she has so little of it left. This is one stereotype that can be checked by administering a three-question survey to three different age groups.

Objectives:

--To gather and interpret data in order to test the hypothesis that the older a person gets, the more past-oriented he or she becomes

--To develop data gathering, hypothesizing and testing skills

Time: Three Class Periods

Procedure: First Day

Step 1: Put the following statement on the chalkboard. "AS A PERSON BECOMES OLDER, HE LOOKS MORE AND MORE AT THE PAST INSTEAD OF THE PRESENT AND FUTURE."

Step 2: Ask how many agree with the statement and how many disagree. Get students to state their reasons. Ask if they would like to check out the statement with different age groups.

Procedure: Second Day

Step 3: Have a group of students administer STUDENT HANDOUT 9:3 to 25 students in the school.

Step 4: Appoint a committee to tabulate the results by answering three questions:

(1.) How many answers were years beyond the ages of the respondents, i.e., how many total responses were years in the future of the respondents?

(2.) How many total answers were the present year?

(3.) How many total answers were past years in the respondents' lives?

Step 5: The same day, have another group of students administer STUDENT HANDOUT 9:3 to 25 adults in the community between the ages of 30 and 40.

Step 6: Repeat the procedure in Step 4 for this group.

Procedure: Third Day

Step 7: Have a group of students administer HANDOUT 9:3 to a group of 25 people in the community 65 or older.

Step 8: Repeat the same procedure in Step 4 for this group.

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* Adapted from an idea by Robert Kastenbaum, "Age: Getting There Ahead of Time," Psychology Today, December, 1971.

Debriefing:

(1.) What differences were there among the three groups in the responses to the question? Were there a higher number of people in the over-65 group that answered all three years in the past than there were in the other two groups?

(2.) Does the survey and its results prove that the older people get, the more past-oriented they become? What additional information would you need, if any, to prove or disprove the statement?

You are asked to participate in a school project to survey people about their life perspectives. DO NOT PUT YOUR NAME ON THE SURVEY. YOUR ANSWERS WILL NOT BE USED TO DISCUSS YOU PERSONALLY IN ANY WAY.

MY AGE IS _____

IF I WERE TO SELECT FROM MY WHOLE LIFE -- PAST, PRESENT AND FUTURE -- THE THREE SEPARATE YEARS I CONSIDER MOST IMPORTANT, THEY WOULD BE AT:

AGE_____

AGE_____

AND AGE_____

Thank you for your cooperation. Feel free to ask the students the purposes of the survey or anything else about it at this point.

Title: MISCELLANEOUS COMMUNITY ACTIVITIES ON AGING

This section is intended to provide suggestions for additional activities on aging. Specifically, the activities can be used to check out personal, peer group and community perceptions regarding old age and aging. Even though the focus of the unit is cross-cultural and cross-national, it is important to point out that this focus does not preclude community-level understanding and activity. In fact, action and understanding on the community level may be the means for students to develop a sense of efficacy about what action they might take towards the problems of old age. This action orientation combined with a broader understanding and perspective about aging gained through a unit of this type might be an excellent way to begin defining students' roles in society.

Although the activities can be used at random, the total package is designed to address the following questions and concerns:

--Who are the "old" in my community?

--What are the concerns of old people, and do I share the same concerns?

--Where do old people live?

--What kinds of things do old people do with their lives?

--How do old people live financially and socially?

--Do old people think and act as my expectations would indicate?

(1.) Have a group of students visit a nursing home. Encourage students to interact with the residents to find out as much as they can about how old people live, how they feel, and what their concerns are within the institutional setting.

(2.) Go outside into the community and find the oldest and youngest thing you can. Rank the things you and other students find in order, by age. How do you think age is determined with regard to these objects? Compare how we determine the age of these objects with how we determine the age of people. What are the similarities and differences.

(3.) Interview an elderly person who chooses to cooperate, and try to reach as many conclusions as you can about their lives. Share your conclusions with them, checking out your perceptions. Then, share your conclusions with others in your classroom. Can the class make generalizations about older people that were interviewed?

(4.) Visit some old people and find out what their major concerns in life are. If they mention problems, try to work out ways for them to solve these problems. Are their problems much different from those of your age group? In what ways are they different? In what ways similar?

(5.) For a minute, become an old person. Choose what you would act like and how you would feel. Demonstrate the action to the class and describe your feelings. Check out the role you played with other students. Do they agree with your perceptions of what it would be like to be an old person?

(6.) Conduct a survey (make up 20-25 questions) to check out class perceptions about old people. What are the results?

(7.) Examine advertisements from TV, radio, and magazines and determine what you and other students think the ads say about how our society views aging. (For example, which of the ads might indicate that aging is a "blessing"? a "curse"? Which evidence seems to indicate that we are youth-oriented? That we revere old age?) Make as many conclusions about our society and aging as you can based on the advertisements you collect. Then bring in additional pieces of data (pictures, cartoons, advertisements, articles, anything....) that support or disprove your conclusions.

(8.) Invite old people into the classroom to share their thoughts and experiences with you. Try to find out as much about them and their concerns you can.

(9.) Brainstorm as many ways as possible to include old people in the activities of the school and community. Then organize and implement your list of ways. (For example, why not try to enlist elderly people as teacher aides--with pay of course).

Title: GREETING CARDS AND CARTOONS

Introduction:

One way of examining the prevalence of stereotyping that affects attitudes toward old people and the aging process in our society is by having students examine data that they see every day, but are not conscious of as data. Two possibilities are dealt with in this exercise--contemporary greeting cards and magazine cartoons. Students can quickly uncover the stereotypes our society has formulated by looking at this data bank and jotting down adjectives they feel the various pieces are using to describe old people.

One of the most pervasive stereotypes of old people is that they are both physically incapacitated and very fragile. Students will see that a number of the greeting cards and cartoons relate to this image. In this context it would be interesting to remind them of the story of Gabriel Sanchez (STUDENT HANDOUT 13:5, WHAT IT'S LIKE TO BE OLD, section 13, in this unit) and of the fact that an old person is director of the physical fitness program for the state of California--he is 105 to be exact! Show them the series of pictures of senior citizens engaged in athletics. These may be atypical people, but more typical than the stereotypes suggested in the greeting cards and cartoons. A resounding 70% of those over 65 in the United States have no major physical impairment, are not hospitalized or institutionalized, and are much more mobile physically than people are aware of.

Objectives:

--To identify stereotypes of aging and old people in popular media--contemporary greeting cards and cartoons

--To recognize that stereotypes are reinforced by humor; to think about the value of using images as humor

--To recognize that the greeting cards and cartoons reflect more the attitudes and behavior of the cartoonists and of society in general than they do of the aged

--To analyze a body of data and make inferences about stereotyping from it

--To react emotionally (with laughter or frowns) to a body of data that uses images of the elderly to evoke laughter

Time: One Class Period

Preparation:

Locate a large table or desk; lay out pictures of greeting cards and cartoons on it.

Procedure:

Step 1: Explain the following to the students: In the last few days we have gone through a couple of activities designed to let you look at your

own preconceived ideas or stereotypes about aging and old people. Recall the lists of adjectives you came up with during the first day's lesson with the pictures. Today you will be involved in looking at stereotypes as used in the popular media in our society. This will allow you to recognize that the notions you have about aging and old age may be similar in some respects to those of the society you live in, and may be different from those views as well.

Step 2: Distribute copies of STUDENT HANDOUT 11:3. Explain the activity to the students: You have now a form to use for this activity. What I would like you to do is come up to the table, examine each item on the table, and as you are examining each picture write down a word or phrase that describes the stereotype used in the picture.

Step 3: Allow 15 or 20 minutes for Step 2 depending on the size of your class. If your class is very large, you might want to break into smaller groups so that fewer people are around the table at one time.

Step 4:

(1.) What stereotype or stereotypes did you find most commonly used in the pictures? (physical incapacity; physical unattractiveness, etc.)

(2.) While I list them on the chalkboard, name all the stereotypes you put down while you were doing the exercise in order as I call on you (old people are: physically unattractive; unproductive; idle; wise; have little to do and want little to do; unable to retain their memories; wear false teeth; fragile; unhappy because they're old, etc.).

(3.) How accurate do you think these stereotypes are? (NOTE: Point out here that while many of the things listed do apply to old people, the question is to how many old people do they apply and to what degree. Point out that 70% of people over 65 have no serious physical impairments, that a great majority of old people want to retain a measure of independence, that they seek opportunities to get outdoors, and that, finally, their wants and needs are really no different than those of anyone else in our society.) Show pictures of elderly people engaged in athletics. Ask the students how the pictures interfere with stereotyping.

(4.) Do you think older people would be offended by some of the greeting cards and cartoons? If so, which ones? If not, why? (Some persons might well be offended--and not just older persons!) Would you consider sending some of the cards to older people on their birthday? Why or why not?

(5.) Do you think it is ethically right to use stereotypes for humorous purposes? (A difficult question, but humor can be a release. It can also reinforce existing images we have of old people.)

In a few minutes you are going to look at a series of pictures which contain contemporary greeting cards and magazine cartoons. As you examine each picture, think of a word or phrase that describes the stereotype used in the greeting card or cartoon. For example, if you see a card that made fun of an old person trying to enter college, you might say the stereotype used is "OLD PEOPLE CAN'T LEARN ANYMORE."

According to the greeting cards and cartoons I see, OLD PEOPLE...

Title: YOUTH FOR SALE

Introduction:

One way to inquire into the importance that a society places on youth is to examine its advertising. The central question is, how do advertisers use attitudes about aging to sell a product?

Objectives:

--To recognize the value society places on youth and staying young

--To examine data (advertisements) and infer values and attitudes from them

Time: Two Class Periods

Procedure: (Can be done with a whole class or a small group.)

Step 1: Explain to the students that they can often tell how youth-oriented a society is by examining its advertising and that advertisers and their companies often use our preconceptions about old age and aging to sell products. Explain to them that they are to spend the next couple of class periods looking into youth-oriented ads.

Step 2: Distribute STUDENT HANDOUT 12:3, 12:4, and 12:5 to students. The first HANDOUT should be used to get students started with the inference procedure. The use of other advertising collected and demonstrated by the students is the real heart of the exercise.

Step 3: Ask students to bring into class the next day copies of old magazines they have lying around the house. Explain that the magazines will be returned and that the object is to bring in as many magazines as they can comfortably carry so that there will be plenty for the class to use.

Step 4: Have students study the three advertisements on the HANDOUTS. Then have them fill in responses to the question on the second HANDOUT regarding each of the three advertisements.

Step 5: Discuss responses to the question on the second HANDOUT for each of the three advertisements.

Step 6: (Following day) Instruct the students to find as many other examples of advertising as they can that focus on age and youth in the magazines brought in for the day.

Step 7: Discussion

(1.) Ask for volunteers to hold up examples of advertising that illustrate "youth for sale" or age consciousness and explain to other members of the class "Why, according to the advertisement, is youth important?"

(2.) What pre-conceived notions or stereotypes are the advertisers playing upon to sell their products? (e.g., in the samples in the first HANDOUT, advertisers are using the stereotype of "young is beautiful, old is unattractive"; "older people are not capable or are too much a risk to hold jobs"; "the best looking hands are young-looking hands.")

YOUTH FOR SALE

(Advertisement)

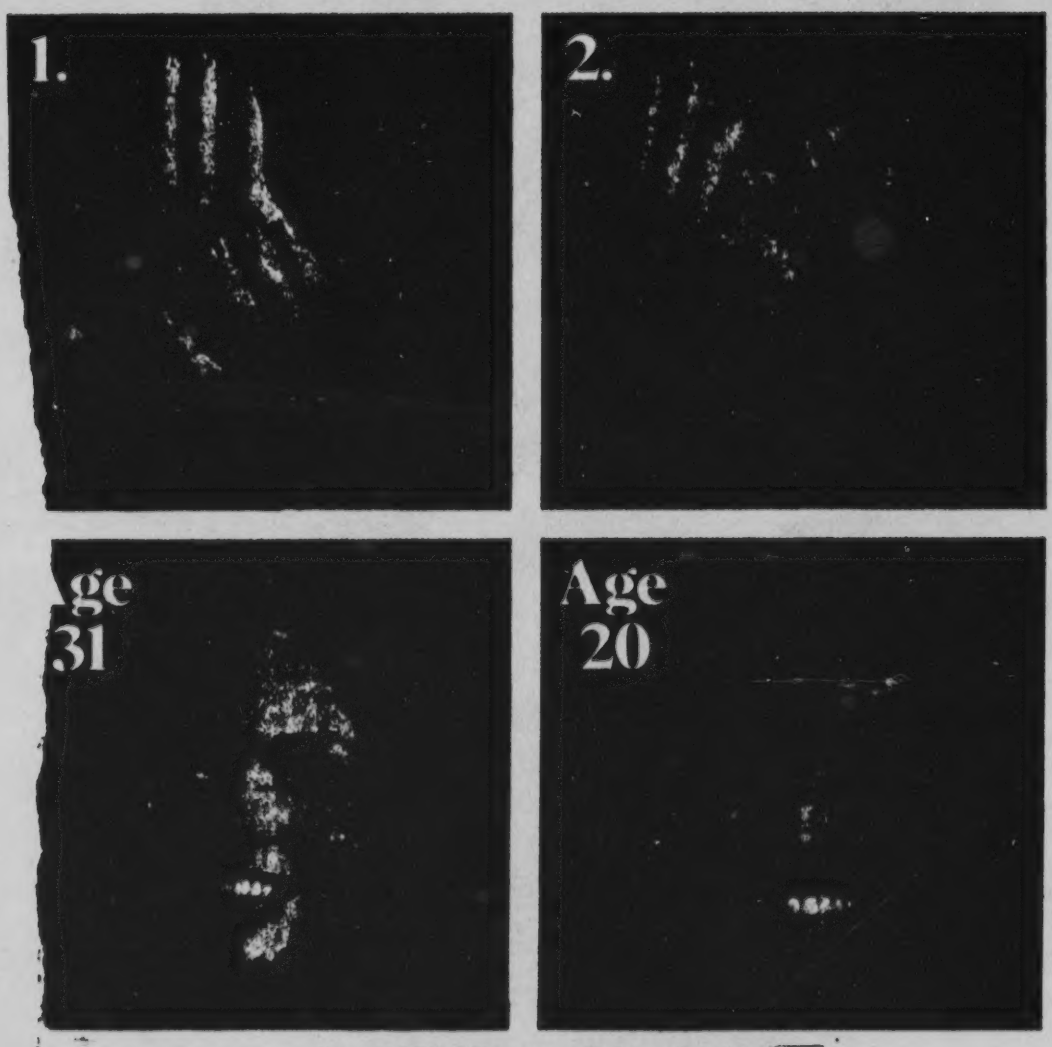
A.

Does He Think You're Older Than You Are?

B.

Do You Look Too Old to Land the Job You Want?

Can you match their hands with their ages?



Mild Ivory Liquid helps keep hands young looking.

YOUTH FOR SALE

Look at Advertisements A, B, and C in STUDENT HANDOUTS 12:3 and 12:4. Answer the following question about all three ads: ACCORDING TO THE ADVERTISEMENT, WHAT IS IMPORTANT ABOUT YOUTH OR STAYING YOUNG?

Advertisement 1_____

_____

Advertisement 2_____

_____

Advertisement 3_____

_____

Second Day: Thumb through magazines and locate as many advertisements in them as possible that deal with youth and/or aging. In the spaces provided below, give a brief explanation of the advertisements and answer the questions about each one: ACCORDING TO THE ADVERTISEMENT, WHAT IS IMPORTANT ABOUT YOUTH OR STAYING YOUNG?

Advertisement 4 is about_____

_____The answer to the above question regarding advertisement 4 is_____

_____

Advertisement 5 is about _____

_____The answer to the above question regarding advertisement 5 is_____

_____

(Use back side of this sheet for additional ads and answers to the question.)

Title: WHAT'S IT LIKE TO BE OLD?

If students are to escape the trap of stereotyping the aged, they need experience with a variety of life-styles of older people. Moreover, if today's teenagers are to begin to come to terms with how they can adjust to the phenomenon of aging in their personal lives, they need to recognize the importance of their own attitudes and behavior about growing old and being old.

The series of readings in this exercise can help students begin to think about themselves in relation to these two goals. The culminating activity to the exercise, "Go Ask an Octogenarian" can help reinforce the importance of perception.

A brief description of the readings and their sequence might be helpful here: "Nobody Ever Died of Old Age" is a rather gloomy description of the process of aging. Students may well feel after reading this selection that old age is something to be avoided. "Nellie James" is a pathetic story about an old woman who has simply given up on life despite not being incapacitated physically. What is interesting here is that there are a number of Nellie Jameses amongst us, some much younger than the character in the story, who "die before their time."

In juxtaposition with the Nellie James story is a fascinating account of prolonged longevity--"Gabriel Sanchez." Senor Sanchez' views about life and his attitudes toward aging are revealing. In contrast to Nellie James, Sanchez is robust and has a zest for living, giving little or no thought to death. At this point students may get the idea that Gabriel Sanchez' environment provides the final answer to living long and enjoying life. The "Fannie Lemon" story quickly dispels the idea that enjoyment of life in the later years is confined to rural mountain villages in remote places of the world. Yet Sanchez and Fannie Lemon share much in attitude for the discerning reader to uncover. The big question for students to ponder is the impact of attitude and behavior of the three characters in the stories. Does one's attitude about being old and growing old make a critical difference in one's happiness and adjustment? The implied answer is yes. What would your students say?

"Go Ask an Octogenarian" is designed to provide students with the opportunity to interview someone who, by society's chronological standards, is quite old, and to inquire into that person's attitudes regarding aging and old age. To be sure, there are a number of people who live to be quite old and who are very pessimistic about old age. But the great majority reflect attitudes similar to those of Sanchez and Lemon. Brainstorm with the class some possible elderly candidates to interview. If possible invite this person or persons to class. If this is not possible, you might be able to appoint a committee of students to visit, taking a cassette tape recorder along to record the interview. What students should look for are some key beliefs and attitudes about life and old age--something that suggests why they have lived so long--as well as behavior, i.e., what do they do with their time?

Suggested Schedule: (Three days)

Day 1: Read and Discuss HANDOUTS 13:3, 13:4, 13:5, and 13:6; read HANDOUT 13:7.

Day 2: Discuss HANDOUT 13:8; brief students and brainstorm with them on HANDOUT 13:9.

Day 3: Interview according to HANDOUT 13:9, "Go Ask an Octogenarian."

A READING: "What's it like to be old?"

NOBODY EVER DIED OF OLD AGE*

by
Sharon Curtin

To age is to learn the feeling of no longer growing, of struggling to do old tasks, to remember familiar actions. The cells of the brain are destroyed with thousands of unfelt tiny strokes, little pockets of clotted blood wiping out memories and abilities without warning. The body seems to slowly give up, ramdomly stopping, starting again as if to torture and tease with the memory of lost strength. Hands become clumsy, frail transparencies, held together with knotted blue veins, fluttering in front of your eyes and reminding you of growing infirmity.

Sometimes it seems as if the distance between your feet and the floor is constantly changing, as if you walk on shifting and not quite solid ground. One foot down, slowly, carefully, force the other foot forward. Sometimes you are a shuffler, not daring to lift your feet from the uncertain earth but forced to slide hesitantly forward in little whispering movements. Sometimes you are able to really "step out" but this effort--in fact the pure exhiliaration of easy movement--soon exhausts you.

The world becomes narrower as friends and family die or move away. To climb stairs, to ride in a car, to walk to the corner, to talk on the telephone; each action seems to take energy needed to stay alive. Everything is limited by the strength you hoard greedily. Your needs decrease, you require less food, less sleep, and finally less human contact; yet this little bit becomes more and more difficult. You fear that one day you will be reduced to the simple acts of breathing and taking nourishment. This is the ultimate stage you dread, the period of helplessness and hopelessness, when any further independence will be over.

There is nothing to prepare you for the experience of growing old. Living is a process, an irreversible progression toward old age and eventual death. You see men of eighty still vital and tall and straight as oaks; you see men of fifty reduced to gray shadows in the human landscapes. The cellular clock differs for each one of us, and is profoundly affected by our own life experiences, our heredity, and perhaps most importantly, by the concepts of aging encountered in society and in oneself.

...The fact remains that we spend about one quarter of our life growing up and three quarters growing old.

(1.) Ms. Curtin states that we spend one quarter of our life growing up and three quarters growing old? Do you agree? Why or why not?

(2.) Is Curtin's description of growing old accurate according to your observations of those around you?

*Excerpted from NOBODY EVER DIED OF OLD AGE by Sharon Curtin. (Boston: Little, Brown and Company, 1972), pp. 15-17 + 22.

TWO STORIES: "What's it like to be old?"

NELLIE JAMES
by
Gary Smith

A streak of sunlight burst into the small, neatly kept sleeping room of Nellie James, 77, resident of Shady Oaks rest home. The room's neat appearance was made possible by the work of a man named Jerry, employed by Shady Oaks to make certain all patients were out of bed, and that beds were made by 7:00 a.m. sharp! Nellie lived on 1st floor, north. It was designated for patients considered ambulatory. Nellie was placed in the ambulatory category because of her ability to move about the home and surrounding grounds with a minimum amount of assistance from the staff--and that's how her doctor classified her.

But it was Nellie's lack of physical movement that disturbed the nurses and attendants. They tried so many times to get her involved in the home's occupational and recreational therapy programs, even prodding her and deriding her for her idleness. One nurse was often heard saying, "Nellie if you don't get off your duff and do something, you're just going to shrivel up and die!" Nellie would reply under her breath, "Do you know any way I can speed up the process?"

Physically able to do much for herself, so her doctor and the nurses felt, Nellie would spend hours just sitting in her room--half the time with her eyes open, half the time with her eyes closed. Fifteen minutes before every mealtime she would line up nurses, attendants and other patients to make certain she had someone--preferably two people, one on each arm--to escort her to the dining hall. Finding herself comfortably on their arms, Nellie would close her eyes and let her assistants guide her every step towards the dining area.

When asked how she felt by staff and patients, Nellie would reply, "Like hell, what do you think? Can't you see I'm an old woman? Can't you see I can't get around like I used to? If they're going to insist that I keep on living why can't they at least realize that I'm sick. God I hate this occupation...occu...or whatever they call it, therapy! Why don't they just leave me alone! And take that god-awful mirror out of my room!" The rest of the patients on 1st floor as well as the staff would remind her of her physical abilities and compare her "remarkable" condition with that of the people on 2nd floor, the custodial care ward. Nellie would not respond. She simply closed her eyes and turned her head to the side.

Ironically, when it was medication time Nellie was the first in line to get the assortment of pills she said were necessary to sustain life. It was ironic because she was often heard telling other patients how she wished she were dead, that her time for leaving this earth was long since past. The doctor was unable to find a physical cause for Nellie's deterioration, but things did finally become so bad that she was moved to 2nd floor.

Nellie seemed dissatisfied wherever she was. She would complain that no one cared, that she wished IT were over.

One morning Jerry came in to check on Nellie. She lay still--too still.

Then the family came... Then the funeral car came...

TWO STORIES: "What's it like to be old?"

GABRIEL SANCHEZ*
by
Marcus Bach

Gabriel Sanchez, age 137, has the vitality of a man half his age. Alive, alert, enthusiastic, he came walking sure-footedly down a rain drenched mountain trail, carrying two fence poles jauntily on his right shoulder. The poles were as long as Sanchez was tall, five-feet-five, and as thin as he was slender and strong. His features were sharp, his eyes keen, his face bronzed and weathered with a short scrub of brown beard. The crushable woolen hat shoved back on his head gave him a pleasantly cocky air.

My wife Lorena and I, together with our friend and interpreter, Frank Tosi, had left our car some five kilometers from this clearing in the Andes where we met Senor Sanchez. It had been raining and the road gave out. Now we were seven miles from the Ecuadorian village of Vilcabamba, home of some of the world's longest living people. Most of the agriculturally minded Vilcabambans have their modest homes in the valley,but Gabriel Sanchez prefers the higher ground. This is where he has his garden and pastureland. He was, in fact, coming home from tending his cattle when we met him toward the close of day. At first he feigned annoyance because he had not been told about our coming. My friend Frank, however, himself an Ecuadorian from Cuenca, persuaded Gabriel to toss aside the poles and accept a cigarette. Gabriel is not a smoker as smokers go, but like others among the remarkably long-living people of Vilcabamba, he has an easy-going style that takes the world in stride and has in it a touch of fatalism mixed with an insatiable lust for life.

Frank struck a match and gave him a light. Gabriel took several puffs as if unconvinced that the brand was better than the home-tailored cigarillos made by the villagers and rolled in toilet paper. I suggested that the townsmen felt that if the tobacco would not hurt them, certainly the toilet paper couldn't. At any rate, few of the 900 villagers smoked to excess. Certainly not Gabriel. By virtue of the fact that a fellow Vilcabamban had recently died at 146, Sanchez now led the thirteen centenarians in the valley as being the "longest-living." Age is venerated, but it is never construed as "old."

This psychological approach is definitely one of the secrets of the Vilcabambans. They never look upon themselves as "aging." They do not consider 100 years as "old." They are consciously thinking young and disregarding birthdays as the measurement for age...

....Some of the long-living people had hinted that their longevity was the result of the clean air in their mile-high community. They also suggested that the sparkling spring water and an abundance of fresh vegetables and fruit gave them an advantage, as did the fact that they walked a great deal to and from their farming lands...

Some investigators speculate that the valley itself holds the secret of long life. Not only is the temperature an almost unvarying 72 degrees day and night, year in year out, but there is a possibility that some "free electronic force" rises from the soil and mingles with the power of the air inducing beneficial factors to residents and visitors alike. Lorena and I had experienced a lightness in our step and a desire to breathe deeply ever since we arrived, and we had commented on this spontaneously during one of our walks around the town. We wondered if it might have been purely psychological, due to the quietude and the absence of tourists, but still it was something we had not felt in the same way at similar mile-high elevations and equally tranquil villages.

Gabriel Sanchez shrugged off speculations of this kind. While longevity might have local geographic and social assists, he has his answer and let it stand, "God gives life and all we do is live it out for Him."

...Could Gabriel be right, not only about himself, but about his fellow centenarians? Was it possible that health and long-living in these pockets of longevity around the world--Hunsaland, Abkhazia, Vilcabamba--were actually the result of attunement to an underlying belief in life? A rhythm, a style, a naturalness? Or simply a nearness to the sun or an unaffected faith in a system which knows nothing about retirement or Social Security or Medicare or generation gaps or make-up for women or hair-tints for men?

*Excerpted from "The Long-Living People of Vilcabamba," by Dr. Marcus Bach. SENIOR POWER, Vol. I No. 1. (Lee's Summit, Mo.: National Village Church Center, 1975), pp. 25-28.

TWO STORIES: "What's it like to be old?"

1. The differences between Gabriel Sanchez and Nellie James are striking. List them.

2. From what you read about Nellie James, do you think she was adequately looked after? Was there anything anyone besides herself could have done about her attitude?

3. Remember Ms. Curtin's statement in "Nobody Ever Died of Old Age," "...The fact remains that we spend about one quarter of our life growing up and three quarters growing old." Do you think Gabriel Sanchez would agree? Why or why not?

   Do you think Nellie James would agree? Why or why not?

4. Some people might argue that Gabriel Sanchez' environment is responsible for most of his attitudes. Is it possible in an industrialized society such as the United States to hold similar attitudes and to live to post-100 year ages? How can it be done?

(Now read "A REJOINDER: "What it's like to be old?")

A REJOINDER: "What's it like to be old?"

FANNIE LEMON*
by
Carol Bell

Fannie Lemon voted for Woodrow Wilson ("What year was that?"), voted for Richard Nixon ("No, I'm not sorry...") and hasn't missed a vote in between. In view of all those votes, it is appropriate that her family decided to move her 100th birthday up a bit, from October 16 to July 4...to celebrate her centennial and the beginning of the country's bicentennial together.

...A nondrinker, Mrs. Lemon doesn't mind talking about another of her votes, the one for Prohibition: "I'll tell ya, if they would get rid of that liquor entirely, the world would be better off, because there are too many young people who like it."

Mrs. Lemon has memories that span almost her entire 100 years. She says she can remember her father shooting a pelican in Lawrence, Kansas, her birthplace, when she was 2. Having moved to Denver in 1910 with her husband, Bradley, now deceased and their four daughters, she remembers early Denver and has strong feelings about the city's changes.

One improvement Mrs. Lemon did note was Denver's Rapid Transit System. "I always used to ride in horse cars and street cars." Now she rides buses downtown, shops, lunches, and rides them home again.

A special story is her early 1900's Pike's Peak climb: "Listen, my husband and I rode the train down to Colorado Springs and took the bus over to where you begin to walk up.

"That was Saturday night and we wanted to see the sunrise in the morning. So we started at 5 in the afternoon. It was really cold. Puddles of water turned to ice. The sunrise wasn't like I wanted it to be. There were just a few clouds."

Transportation changed since then, but Mrs. Lemon waited until she was 90 to take her first plane trip. "I could get above the clouds--see the clouds down below me."

Reminiscent of Mel Brooks' 2000-year-old man comedy routine, Mrs. Lemon wasn't that awed by moon walks: "That's all right." Other replies to questions were as succinct: Do you worry about anything? "No." Do you think about death? "Not much."

A small, fragile-looking woman ("I've been 5 feet 1, but now I'm 4 feet 11. Put that I'm 5 feet 1," she said with a giggle.), Mrs. Lemon is nevertheless active.

She has her own vegetable patch at her granddaughter's house and enjoys Scrabble and jigsaw puzzles. She couldn't remember the title of the one movie she has seen, but is fond of television...

"Having a room where I can shut the door," is what Mrs. Lemon enjoys most and if all her visitors prove too exciting, "I'm coming in here."

Forty-seven out-of-town relatives and friends are expected at Mrs. Lemon's reception at the home of her granddaughter...

*From "Fannie's Noting Her Centennial on July 4," by Carol Bell. THE DENVER POST, Vol. 83, No. 337, July 3, 1975, p. 33.

FOLLOW-UP QUESTIONS TO "A REJOINDER: 'What's it like to be old?'"

(1.) Unlike Gabriel Sanchez, Fannie Lemon is a centenarian who lives in an industrialized country in an urban area (Denver, Colorado). Are there any similar attitudes held by both Sanchez and Lemon?

(2.) How do you think Fannie Lemon would react to Sharon Curtin's statement: "...The fact remains that we spend about one quarter of our life growing up and three quarters growing old"?

(3.) You have read three stories dealing with what it's like to be old. All three seem to reflect that critical differences in attitude exist between old people about aging and being old. How much do you think <u>attitude</u> alone accounts for a person's well-being in old age?

(4.) How do you see yourself as an old person--like Nellie James? like Gabriel Sanchez? like Fannie Lemon? like someone else? Why?

(5.) Sharon Curtin's reading describes the aging process. But what strikes the reader is the discrepancy between what she wrote and the lives of Fannie Lemon and Gabriel Sanchez. How have Mrs. Lemon and Senor Sanchez escaped the rather gloomy description of aging in "Nobody Ever Died of Old Age"?

"GO ASK AN OCTOGENARIAN"

You have read three stories about old people. It is time to leave the world of print and check out your assumptions about the impact of attitudes and behavior of old people on their longevity and happiness.

Can you think of anyone in your neighborhood or community who is 80 years old or more? If so, does anyone in the class know if it would be all right to interview them? If they can be interviewed (by the class' and teacher's request of course!), can they come to class? If not, are they well enough to have a committee of students interview them at their home?

If there is no one the students can think of as being at least 80, who is the oldest person the class can think of in the community? Could they be interviewed?

Spend the remainder of the class thinking about some "exceptionally" old people whom they feel might be receptive to an interview. Ideally, if the person could come into the classroom or if the class could visit them, this would maximize the learning.

After the class has decided upon a likely candidate or candidates, and arrangements have been made to interview the person or persons, the following suggested interview can be used:

Ask the person or persons how they feel about the community they live in.

Ask the person or persons how they feel about young people. About old people in general.

Try to ask questions that will get them to discuss their attitudes about aging and old age.

Ask them how they spend their time.

Ask them to what they attribute their longevity.

Ask them to reminisce about important years and events in their lives (How far back in time does their memory stretch?)

Do not structure the session too tightly. Sometimes letting a person talk openly with little direction can be quite revealing.

After the person or persons have been interviewed, discuss the following questions with the class:

1. What were the person or persons' attitudes about life, aging and being old? Positive? Negative? Neutral?

2. What similarities were there in attitudes and behavior among the interviewee(s) and the three persons you read about in the stories about WHAT'S IT LIKE TO BE OLD?

3. What things about the person or persons' life (lives) do you think have made for their rather exceptional longevity?

Title: "SLOW-DOWN"*

Introduction:

One characteristic of old age is a slowing down of the physical organism. Perhaps, however, it is not just being "slow" that creates difficulties. Speed, after all, is relative. What might happen if you place your students in an environment where they are relatively as slow as the aged person in our society in a normal environment?

In the following simulation game called "Slow-Down," students are asked to choose the best persons available for various jobs in a community that has just experienced a disaster. They are to make choices as to whom should fill these key jobs from data which contain several kinds of information about possible candidates: personal information, previous jobs held, skills and levels of skills, educational backgrounds, personal and occupational recommendations, etc. Three runs are then made in the simulation game. In the first run students are instructed to work quickly to select the best available candidate for the job, but to carefully screen the applicants and make the one best choice for each job. In this run, they are given a total of 15 minutes to make their decisions. In the second run, students are given the same task, i.e. to choose the best candidates (using a different set of data profiles), only they must make their decisions in a total of 10 minutes. In Round 3, students repeat the task, only this time are given a total of 5 minutes. In each round students are asked to manipulate essentially the same amount of data--they simply have to make the decisions much more quickly in the last two rounds.

At the accelerated paces, the students should experience the frustrations of making many errors in their decisions--as one would expect--but, these errors may fall into significant patterns.

In trials run at the university level using the same simulation model, most students behaved in ways commonly associated with aged persons when asked to speed up the selection and decision-making process. Some fumbled and became impulsive and anxious. Others withdrew into passivity--just seemed to give up. Most lost themselves in routine, settling on one decision strategy and sticking to it, even in the face of evidence that the strategy was not working.

Metaphorically, then, the university subjects "aged" in different ways. Researchers were struck by the fact that a subject typically hit upon his preferred strategy right away: the psychological disposition toward aging was very quick to establish itself. And premature aging effects were appreciably greater in students over 30 than they were in younger participants. Almost none of the students tested found short-cuts, tried innovations, or learned from mistakes.

The findings reinforced speculation that some of the psychological changes that become conspicuous in the aged actually begin years ahead of time, when a person is still considered young and flexible.

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*Adapted from Robert Kastenbaum, "Age: Getting There Ahead of Time," Psychology Today, December 1971, pp. 53-54.

Interested in trying this out on your students? If so, good luck!

Objectives:

--To pre-experience one aspect of aging--"slowdown"

--To gain a sense of empathy with old people in terms of dealing with "slowdown"

--To gain skill in rapid decision-making, limited data, and time

Time: Two Class Periods

Procedure:

Step 1: Distribute one packet of game materials to each student. This will include:

1. An "Employment Codebook"
2. Three "Description of Job" sheets for Chief of Police, Mayor, and Coordinator of Medical Facilities.
3. Three 2-page "Data Sheets", one for each of the three jobs.

Step 2: Read the enclosed "Crisis in Crossroads City" to the students.

Step 3: Ask the students to remove the Employment Codebook from the packet. Familiarize the students with the sort of information they can obtain from the codebook, e.g. "What sorts of jobs are listed in the codebook?" "What numbers do they correspond to?" You could use the time that the students are familiarizing themselves with the codebook to discuss the whole idea of jobs and how the people who hire come to the decisions they do. In addition to discussing what sort of data is coded in the codebook (hence is going to be relevant to the decisions about who to hire) you could discuss what sort of information is not in the data (religion, race, military service, to name but a few) and the fact that much of the information is in very summary form, e.g. letters of recommendation are merely described as "excellent," "poor," etc. What about somebody who wanted to describe an employee in more detail?

This discussion may continue until the end of the period if it proves useful. The three rounds can be done in a single period if desired on the second day. This leaves less time for debriefing.

If you decide to hold the first round on the first day procede to step four.

Step 4: Read "Final Instructions" to the students. These remind the students of the rules of the game and how they can best win. At the conclusion of reading start Round 1.

Step 5: After time for Round 1 is up direct the students to stop immediately.

Tell them: MAKE SURE THAT YOU HAVE CHOSEN WHO THE BEST CANDIDATE FOR THE JOB IS, WHICH OTHER CANDIDATES ARE AT LEAST MINIMALLY QUALIFIED

FOR THE JOB AND FINALLY WHICH IF ANY CANDIDATES ARE UNQUALIFIED. WRITE THE NUMBERS FOR EACH OF THESE CANDIDATES ON A SHEET OF PAPER. WRITE "BEST", "ALSO QUALIFIED", AND "UNQUALIFIED" NEXT TO EACH. BY EACH CANDIDATE'S NUMBER ALSO WRITE HOW SURE YOU ARE THAT YOUR CHOICE IS THE CORRECT ONE. WRITE "VERY SURE", "SOMEWHAT SURE", "SOMEWHAT UNCERTAIN", AND "VERY UNCERTAIN." AS MENTIONED BEFORE, IF YOU ARE RIGHT AND ARE VERY SURE YOU ARE RIGHT YOU GET THE MOST POINTS FOR EACH CHOICE--10 POINTS. IF YOU ARE LESS SURE YOU GET LESS POINTS. ON THE OTHER HAND, IF YOU GUESS WRONG AND SAID YOU WERE VERY SURE, YOU LOSE 10 POINTS.

Step 6: After they have finished writing their decisions on a piece of scratch paper you can read the correct answers. Ask them to check their answers with the correct ones and tally their scores.

Step 7: Repeat "Final Instructions." Start the second round. This time tell them they will have only 10 minutes.

Step 8: At the end of Round 2 repeat the procedure following Round 1 (Step 6). You might notice a lot more frustrated faces and perhaps questions and complaints.

Step 9: Commence Round 3 by re-reading the "final Instructions". Time will be five minutes.

Step 10: Repeat the presentation of the right answers and the tabulation of scores as in Rounds 1 & 2. How many got everything right? How many got the maximum number of points possible (50)? How many got above 40? etc. You might hear lots of complaints about inadequate time, too much data, too complicated rules etc. This is your lead-in to the final debriefing.

Step 11: Have a discussion of the whole exercise using the following questions:

1. What frustrations did you experience as you moved from Round 1 to Round 2 to Round 3?
2. What were your most common errors in decision-making as you were asked to speed up the rate of making choices?
3. Each person in the room is unique when it comes to how he or she deals with tension and anxiety. How do you feel you handled it in this simulation? How well in life?
4. Did any of you just simply give up in Rounds 2 or 3? Why? Can you see any parallels to aging?
5. How many of you felt you got lost in routine--that you settled on one strategy even though that strategy for making decisions didn't work very well?
6. How many of you feel that you sought out and used short-cuts effectively? Did you try different or new approaches? Did you learn from past mistakes as you moved from Round 2 to Round 3? Why? Why not?
7. What aspects of aging do you think you might have learned about from this simulation, related to:

frustration

loss of some physical faculties

anxiety

the demands placed upon you and your ability to meet them

becoming fixed on routine behavior

your becoming passive

other things?

8. How many of you felt you were sort of "aging" prematurely? Describe your feelings to others in the class.

CRISIS IN CROSSROADS CITY

Crossroads City is a regional agricultural and transportation center located in the valley of a large river. Normally it is a relatively quiet town without major problems. Last week, however, the spring floods broke through the dikes above the town and Crossroads City, like several other cities and towns in the valley, was flooded. Damage to houses and stores was extensive. Many streets are still flooded. Refugees from towns which were completely washed away have been pouring into town. Hysterical crowds have looted stores to get food and clothing. Ordinary criminals, taking advantage of the confusion, robbed unattended stores and houses. Cholera has broken out.

With all these troubles the city had its problems compounded when a plane carrying the mayor, the police chief and the coordinator of medical facilities, crashed and burned upon landing at the municipal airport. For the last week the town has been missing three of its most critical officers.

The city council immediately set up a committee to draw up job specifications for the three positions that they wanted to have filled. They began advertising for candidates. A number of applications have come in.

You have been asked to choose the best candidate. Time is running out. You must make these decisions quickly. But you can't afford to make a mistake. Crossroads City must have the very best leadership available in this time of crisis!

The city council has drafted the requirements for each position carefully. They see some of the qualifications as absolutely essential. Other qualities would be nice to have if the minimum requirements are already met. In fact, the difference between the best candidate and the next best candidates will be based on which one fulfills the most of this second kind of requirement.

You will be evaluated on the number of correct decisions made and the confidence with which you made them. The person getting the highest score will be judged as the best decision-maker in your class.

After you select the best candidate, the acceptable candidates and the unacceptable candidates (according to the qualifications sheets), indicate how sure you are in judging each decision. If you say you are "very sure" and you are right, you get ten points for that answer; but you lose 10 points if you are wrong. Similarly, if you say you are "somewhat sure", and you are right, you get 6 points (and lose 6 if you are wrong). "Somewhat unsure" gains and loses only 3 points and "very unsure" gains or loses only one.

FINAL INSTRUCTIONS

1. Remember there is a right answer, a best choice.

2. The only way to make the best choice is to follow the instructions and requirements mentioned on each of the job descriptions. You will find that the descriptions and the qualities differ from job to job. You may believe that there are other qualities more important than those asked for. However, it is what the council has established as most important that determines which is the "right" candidate for the job.

3. Not possessing a particular quality will eliminate a candidate. A man or woman possessing all the minimal qualities will win if he or she also possessed the most of the additional desirable but not essential qualities.

4. Your time is very limited. You get a maximum of 10 points for each of the five answers. PLAN YOUR TIME SO THAT EVEN IF YOU CAN'T FINISH EVERYTHING YOU CAN GET AT LEAST SOME OF THE ANSWERS RIGHT.

5. When I give the word you may begin working on the data. You have (15-10-5) minutes. Begin.

CORRECT ANSWERS

Round 1: Police Chief

Best: Kennedy

Acceptable: Hashimoto, Robinson

Unacceptable: Bogardus, Brown

Round 2: Director of Medical Facilities

Best: Romero

Acceptable: Washington, Baker, Parker

Unacceptable: Warren

Round 3: Mayor

Best: Boulanger

Acceptable: Cummings, Pitter, Petrovich

Unacceptable: Babcock

EMPLOYMENT CODEBOOK

ITEM NUMBER	ITEM NAME	CODE NUMBER	CODE DESCRIPTION
1	Age	1	15-20
		2	21-29
		3	30-39
		4	40-49
		5	50-59
		6	60-69
2	Sex	1	male
		2	female
3	Height	1	4'6" to 4'11"
		2	5'0" to 5'4"
		3	5'5" to 5'10"
		4	5'11" to 6'3"
		5	6'4" and over
4	Weight	1	100 to 139 lbs.
		2	140 - 179
		3	180 - 209
		4	210 - 249
		5	250 - up
5	Build	1	slender
		2	medium
		3	stocky
		4	very fat
6	Doctor's evaluation of candidate's health	1	very poor
		2	poor
		3	fair
		4	good
		5	excellent
7	History of diseases	1	had two heart attacks
		2	blind in one eye
		3	missing one leg
		4	cirrhosis of the liver
		5	diabetes
		6	had cancer 5 years ago
		7	had scarlet fever
		8	had tuberculosis
		9	no reported serious physical problems

8	Mental Health	1	No reported problems
		2	Psychiatric help for depression some years ago; none since
		3	Now seeing psychiatrist weekly
		4	Now seeing psychiatrist daily
		5	Attempted suicide and now seeing psychiatrist because of it
		6	Is a heavy drinker
		7	Has mentioned to people that he/she sometimes feels depressed
		8	Psychiatric health survey shows unusual stability and health
9	Political experience	1	No political participation at all
		2	Occasionally canvassed for candidates just before elections
		3	Extensive volunteer work for several candidates
		4	Has run for office
		5	Past city council member
		6	Current city council member
		7	Two-term council member
10	Club membership	1	American Legion
		2	Science fiction book club
		3	Amateur drama society
		4	Boy scouts
		5	Kiwanis club
		6	Bridge club
		7	Great Books discussion group
		8	No membership
11	Marital Status	1	Never married
		2	1st marriage
		3	Divorced, not remarried
		4	Widow/widower
		5	Second marriage
		6	Third marriage
		7	Divorced, two prior marriages
12	Number of children	1	1
		2	2
		3	3
		4	4
		5	5
		6	6
		7	more than 6
		0	none
13	How long in present marriage	1	1 - 3 years
		2	4 - 7 years
		3	8 - 12 years
		4	more than 12 years

14	Driving record for past 3 years	1	3 parking tickets
		2	1 reckless driving
		3	1 running a stop sign
		4	1 drunken driving
		5	2 tickets for reckless or drunken driving
		6	1 ticket for reckless driving, one for drunken driving
		7	3 months in jail (suspended) for involuntary manslaughter while under the influence of alcohol
		8	5 tickets for moving traffic violations including 2 reckless driving and 1 drunken driving
		9	no report of any violations whatsoever
15	Criminal Record	1	6 mos probation for petty theft when he/she was 14 (juvenile)
		2	1 month in reform school for vandalism (juvenile)
		3	6 months (suspended) for assault and battery of wife
		4	1 year in prison for smoking marijuana
		5	2 years in prison (suspended) for embezzlement of company funds
		6	1 year in prison for involuntary manslaughter while driving under the influence of alcohol
		7	No reported criminal record

16 Credit rating (this is a general evaluation by a private investigating company of the risks involved in lending this person money. The poorer the rating the riskier it is to lend money to the candidate. Low ratings may be the result of low income, past missing of payment of debts, defaulting on debts, poor personal reputation among neighbors and co-workers.)

1	Excellent
2	Good
3	Fair
4	Poor
5	Bad

17	Credit investigator's report No. 1 (these are reports of what neighbors and co-workers said. They are not entirely reliable. They are not usually accepted unless two say similar things.)	1	Is a nasty neighbor with a bad temper
		2	A very respectable citizen
		3	I hardly know him. Never heard anything wrong about him/her.
		4	Has loud parties, dumps trash on neighbors' yard, swears
		5	Has loud fights with spouse, sometimes with neighbors
		6	Very hostile, never says anything nice
		7	Works hard to improve neighborhood
		8	Goes out of way to be nice and helpful
		9	I know candidate well. He/she is all right.
		0	No information available at this time.
18	Credit investigator's report No. 2	use same code as above (item 17)	
19	Credit investigator's report No. 3	use same code as above (item 17)	
20	Manual skills test (Shows how well candidate can work with hands)	1	Excellent
		2	Good
		3	Fair
		4	Poor
		5	Bad
21	Math test (how good with mathematical problems)	Same as code in Item 20	
22	Verbal test	Same as code in Item 20	
23	Accounting test	Same as code in Item 20	
24	Working with people	Same as code in Item 20	
25	Musical test	Same as code in Item 20	
26	Highest level of education	1	Did not finish high school
		2	Graduate from high school
		3	Less than 2 years of college
		4	Completed two years of college
		5	Graduated from college
		6	Master's degree (MA) completed
		7	Doctorate completed

27	High school major	1	Social studies
		2	Business
		3	Math
		4	Science
		5	Art/Music
		6	Vocational arts
28	High School grade average	1	1.9 or below
		2	2.0 - 2.4
		3	2.5 - 2.9
		4	3.0 - 3.4
		5	3.5 - 3.9
		6	4.0
29	Undergraduate College major	1	Government & Politics
		2	Business
		3	Police Science
		4	Public administration
		5	Chemistry
		6	Biology
		7	Economics
		8	Education
		9	Music
30	Undergraduate College grade average	Same as in Item 28	
31	College Undergraduate minor	1	Government & Politics
		2	Business
		3	Police Science
		4	Public administration
		5	Chemistry
		6	Biology
		7	Economics
		8	Education
		9	Nursing
		0	None declared
32	Instructor's letter of recommendation #1	1	Superior student
		2	Excellent student
		3	Good student
		4	Fair student
		5	Poor student
		6	Bad student
		0	None received
33	Instructor's letter of recommendation #2	Same as Item 32 code	

34	Instructor's letter of recommendation No. 3	Same as Item 32 code	
35	Major subject in graduate school	1	Government & Politics
		2	Business
		3	Police Science
		4	Public Administration
		5	Chemistry
		6	Biology
		7	Economics
		8	Education
		9	Medicine
36	Graduate school grade average	1	1.5 - 1.9
		2	2.0 - 2.4
		3	2.5 - 2.9
		4	3.0 - 3.4
		5	3.5 - 3.9
		6	4.0
37	Recommendation letter of instructor #1	1	Superior student
		2	Excellent student
		3	Good
		4	Fair
		5	Poor
		6	Bad student
		0	None received
38	Recommendation letter of instructor #2	Same as Item 37 code	
39	Recommendation letter of instructor #3	Same as Item 37 code	
40, 45, 49	Use this coding system to find the job type for items 40, 45, and 49		Medical Jobs
		01	Hospital orderly
		02	Para-medical technician
		03	Nurse
		04	Intern (doctor)
		05	Resident (doctor)
		06	Doctor, private practice
		07	Hospital Dept. Head (administration)
		08	Deputy Director of Hospital
		09	Director of Hospital

	Administrative and Clerical
10	Clerical assistant
11	Clerk/typist
12	Secretary
13	Administrative aide
14	Junior Administrator
15	Middle-level Administrator
16	Middle-level hospital administrator
17	Vice-president, small organization
18	Vice-president, medium-sized org.
19	President/Director, small org.
	Economic and Financial
21	Assistant Bookkeeper
22	Bookkeeper
23	Junior accountant
24	Accountant, small organization
25	Head accountant, small org.
26	Deputy Financial Off., medium org.
27	Chief Financial Off., medium org.
28	Chief Financial Off., large org.
	Security/Law Enforcement
31	Night watchman, private
32	City police patrolman
33	Sergeant, city police
34	Head, 20-man private security force
35	Instructor, police science, local college
36	Special Agent, FBI
37	Lieutenant, City Police
38	Captain, city police force
39	Deputy Chief, city police force
	Education, Teaching, and Admin.
41	Classroom teacher
42	College Instructor
43	Assistant Professor
44	Vice Principal (administrator)
45	Associate Professor
46	Professor
47	Department Chairman (administrator)
48	Principal (administrator)
49	Dean (administrator)
	Other
50	

41, 46, 50	Years job held	1	Less than 6 months
		2	6 months to one year
		3	Between 1 and 2½ years
		4	Between 3 and 4 years
		5	Between 4 and 6 years
		6	Between 6 and 10 years
		7	Between 10 and 15 years
		8	Between 15 and 20 years
		9	More than 20 years
42, 47 51	Number of men supervised by candidate	1	none
		2	3 or less
		3	4 - 10
		4	11 - 20
		5	21 - 30
		6	31 - 50
		7	51 - 100
		8	101 - 200
		9	over 200
43, 48 52	Evaluation of candidate by job supervisor	1	Superior
		2	Excellent
		3	Good
		4	Fair
		5	Poor
		6	Bad
44, 49 54	Job locality	1	In Crossroads City
		2	In same state
		3	In same region
		4	Other part of United States
		5	In a foreign country

Description of Job: CHIEF OF POLICE

Round 1

The job of Chief of Police involves supervising and running a department of 55 officers and 14 civilians. While Crossroads City does not have the serious problems associated with the big cities, it does have many complex challenges to the law enforcement agency. Therefore an above average senior police officer with substantial experience is required for this job.

An absolute minimum set of requirements for all candidates will include: 1) 10 years or more experience in law enforcement, private security work or police science studies. 2) At least 4 years experience in supervising 25 or more law enforcement officers and civilians. 3) Completion of at least 2 years of college with either a public administration or a police science major and a grade average of 2.5 or higher. 4) At least "good" evaluations from two of the last three supervisors of the candidate's work. 5) No adult criminal record. 6) No more than one ticket for a serious moving driving violation like drunken driving or reckless driving. 7) No physical problem which aould be aggravated by the strain of such a difficult job. In this case that is defined as no heart disease, ulcers or physical health rating of less than "good." 8) A "bad" credit rating.

In addition to these minimum standards for the position of police chief there are a number of other desirable qualities that we would hope that a police chief would have. While each of them is not required the more of the requirements that the candidate meets, the better a candidate should be judged. These include: 1) Four or more years of college with a law enforcement or Public Administration degree; 2) At least two years of local experience during the last 5 years of work; 3) Experience as a police chief, or other senior police official who supervised more than 50 law enforcement personnel; 4) Excellent or superior health with no history of any serious disease or medical problem, physical or mental; 5) No juvenile criminal record and no moving violations on driving record in past three years; 6) "Excellent" or "superior" ratings of last two supervisors from previous jobs; 7) "Good" or better credit rating; 8) Active in scouts, American Legion or other community organization; 9) No more than one unfavorable report about him from his neighbors; 10) Better than a 3.0 average in college.

Description of Job: COORDINATOR OF MEDICAL SERVICES

Round 2

The job "Coordinator of Medical Services" is a complicated one. Not only is he administratively responsible for the operation of the city hospital, he must also coordinate the activities of the private hospitals, the fire department rescue units, the Red Cross disaster relief program as well as volunteer outside aid that has come in because of the disaster. This job requires not only administrative ability but also a great deal of diplomacy and skill in working with people.

Absolutely required for this position is either an MD degree with 5 years experience in medical administration or a Masters degree in public administration with ten years experience in medical administration. Also essential is demonstrated ability to work with people as measured by at least "good" on the "working with people" skills test, at least "excellent" ratings by supervisors in the last two jobs held, and having at least 3 years experience as a director or deputy director or administrator of a large or medium sized hospital.

In addition to these standards for a qualified candidate there are several further qualifications. If the candidate fails to meet any one of these no further consideration can be given an application. First, it has been decided that no candidate may have any serious health problem which might be aggravated by a high pressure job like this one. Specifically, anyone with a history of heart disease, alcoholism or suicidal tendencies will be disqualified. Second, since the job is going to be a greater than ordinary strain any candidate must be certified to be in at least "good" health. Finally, since a qualified candidate should have an above average work record it is necessary to disqualify any candidate who received any "poor" or lower evaluations from any of his previous supervisors.

Besides these minimum essentials there are a number of other desirable qualities that we would hope that a Coordinator would have. While each of them is not required the more of the requirements that a candidate meets, the better a candidate he should be judged. These include: 1) Having at least 8 years of medical administrative experience; 2) Having no adult criminal record; 3) Having a "superior" job rating at his previous job; 4) Having local experience with medical affairs for the past 5 years; 5) Having all "excellent" or "superior" ratings from graduate instructors in college; 6) Having no more than one credit investigation report that indicates anything other than that the candidate is a kind, generous, friendly and helpful person; and 7) Having "excellent" or "superior" health.

Description of Job: MAYOR

Round 3

A mayor must be both a leader of the community and an administrator of the programs of the city. Mayors in this town are normally chosen from the city council. This ensures that they have political experience and familiarity with the problems of Crossroads City.

According to the selection committee the mayor must have the following qualities: 1) Local background--the last five years must have been spent in the city; 2) City council experience--no candidate will be considered if he does not have at least one term on the council though he need not currently be on the council; 3) At least 5 years of administrative experience of some sort. College training in politics, economics or business or 10 years of administrative experience in business or government. In addition, no candidate will be allowed who has serious physical problems (heart disease, "poor" or "bad health") and mental problems which are currently being treated. Neither shall any candidate qualify who has an adult criminal record, more than one less-than-"good" job recommendation, more than one ticket for drunk or reckless driving or had demonstrated an inability to work with others as indicated by a score of less than "fair" on the "working with people" skills test.

We would also like to see as many of the following characteristics and qualities in our mayor as we can. The more of these qualities a candidate has the better his chances for being appointed to the position. They include: 1) "Excellent" or "superior" physical health; 2) Above a 3.0 college average (graduate and undergraduate); 3) "Excellent" or better job recommendations; 4) Having been married only once and not been divorced; 5) Having served more than one city council term; 6) Having more than eight years of administrative experience; 7) Having scored "good" or better on the "working with people" test; 8) No moving violations on driving record; 9) "Good" or better performance on the accounting skills test; 10) No negative comments from the credit investigators' reports; 11) Some formal training in economics or business; 12) No job ratings by supervisors which are "poor" or below.

DATA SHEET: ROUND 1
POLICE CHIEF

Item	Candidate #1 Allen Hashimoto	#2 Martin Kennedy	#3 Patricia Robinson	#4 Alice Brown	#5 George Bogardus
1. Age	3	5	4	3	5
2. Sex	1	1	2	2	1
3. Height	3	5	2	2	4
4. Weight	2	4	1	1	3
5. Build	2	2	2	2	3
6. Overall Health	5	5	3	4	5
7. History of Diseases	9	9	6	9	9
8. Mental Health	1	8	2	7	6
9. Political Experience	2	1	1	1	1
10. Club Membership	8	1	8	8	1
11. Marital Status	1	3	5	1	2
12. Number of Children	0	2	0	0	3
13. Years of Present Marriage			1		4
14. Driving Record	2	9	9	1	5
15. Criminal Record	7	7	7	7	7
16. Credit Rating	2	4	1	3	5
17. Credit Report #1	2	1	3	3	5
18. Credit Report #2	8	6	8	2	3
19. Credit Report #3	9	3	9	7	3
20. Manual Skills Test	1	2	1	2	3
21. Math Test	2	3	3	4	2
22. Verbal Test	2	2	2	4	2
23. Accounting Test	4	4	3	5	3
24. Working with People Test	2	4	2	3	4
25. Musical Test	5	5	4	4	5
26. Highest Educational Level	5	5	4	5	6

Item: Round 1	#1	#2	#3	#4	#5
27. High School Major	3	4	1	2	1
28. High School Grade Average	4	4	4	3	4
29. Undergrad. College Major	3	3	3	3	3
30. Undergrad. College Average	4	5	3	4	5
31. Undergrad. Minor	1	1	0	1	1
32. Undergrad. Instructor Letter #1	2	2	3	0	2
33. Undergrad. Instructor Letter #2	1	1	4	0	2
34. Undergrad. Instructor Letter #3	1	3	4	3	3
35. Graduate Major	3				4
36. Graduate Grade Average	4				4
37. Grad. Instructor Letter #1	3				2
38. Grad. Instructor Letter #2	2				3
39. Grad. Instructor Letter #3	3				3
(-Most recent job-)					
40. Type Job	35	38	37	33	38
41. Years Held	2	3	5	6	5
42. Number Supervised	1	7	6	4	7
43. Supervisor's Evaluation	3	2	1	4	2
44. Job Locality	2	2	2	1	3
(Next to last job)					
45. Type Job	37	37	33	32	37
46. Years Held	5	4	6	4	4
47. Number Supervised	6	5	3	1	5
48. Supervisor's Evaluation	3	2	2	3	1
49. Job Locality	1	2	2	1	3
(--2nd last job---)					
50. Type Job	33	33	32	11	33
51. Years Held	4	4	4	2	4
52. Number Supervised	3	3	1	1	4
53. Supervisor's Evaluation	1	1	2	4	1
54. Job Locality	1	2	2	1	3

DATA SHEET: ROUND 2

COORDINATOR OF MEDICAL FACILITIES

Item	Candidate #1 Robert Warren	#2 Arthur Washington	#3 Peter Romero	#4 Ann Baker	#5 John Parker
1. Age	3	4	4	5	5
2. Sex	1	1	1	2	1
3. Height	4	3	2	3	4
4. Weight	3	3	2	2	3
5. Build	2	3	2	3	2
6. Overall Health	5	4	5	4	4
7. History of Diseases	9	9	7	2	8
8. Mental Health	2	3	3	1	8
9. Political Experience	1	1	2	3	1
10. Club Membership	8	6	2	1	4
11. Marital Status	1	5	6	1	2
12. Number of Children	0	1	4	0	2
13. Years of Present Marriage		1	2		4
14. Driving Record	2	2	9	9	5
15. Criminal Record	1	3	7	7	7
16. Credit Rating	1	3	5	2	2
17. Credit Report #1	2	9	4	1	1
18. Credit Report #2	3	5	3	2	4
19. Credit Report #3	7	0	8	3	6
20. Manual Skills Test	1	1	3	2	3
21. Math Test	2	3	2	3	3
22. Verbal Test	2	3	2	3	3
23. Accounting Test	3	4	1	2	1
24. Working with People Test	2	2	1	1	2
25. Musical Test	4	2	5	5	5
26. Highest Educational Level	7	7	6	6	6

Item: Round 2	#1	#2	#3	#4	#5
27. High School Major	4	4	2	4	4
28. High School Grade Average	6	5	4	4	4
29. Undergrad. College Major	6	5	6	9	1
30. Undergrad. College Average	5	5	4	3	4
31. Undergrad. Minor	5	6	1	5	5
32. Undergrad. Instructor Letter #1	1	3	3	3	3
33. Undergrad. Instructor Letter #2	1	2	3	2	4
34. Undergrad. Instructor Letter #3	2	1	2	4	2
35. Graduate Major	9	9	4	4	4
36. Graduate Grade Average	5	4	5	4	5
37. Grad. Instructor Letter #1	1	2	2	3	3
38. Grad. Instructor Letter #2	2	3	2	2	3
39. Grad. Instructor Letter #3	1	2	1	3	2
(-Most recent job-)					
40. Type Job	07	08	08	08	08
41. Years Held	4	4	6	6	6
42. Number Supervised	5	8	8	8	8
43. Supervisor's Evaluation	1	2	2	2	3
44. Job Locality	1	3	1	2	3
(Next to last job)					
45. Type Job	05	07	16	16	16
46. Years Held	4	4	6	6	6
47. Number Supervised	3	5	7	7	7
48. Supervisor's Evaluation	1	2	2	1	2
49. Job Locality	1	3	2	2	3
(--2nd last job---)					
50. Type Job	04	05	14	03	14
51. Years Held	3	4	4	6	4
52. Number Supervised	1	3	3	5	3
53. Supervisor's Evaluation	1	1	1	1	2
54. Job Locality	1	3	3	2	3

DATA SHEET: ROUND 3

MAYOR

Item	Candidate #1 Martha Clark	#2 Jasper Potter	#3 Ivan Petrovich	#4 Kenneth Babcock	#5 Faye Boulanger
1. Age	2	4	4	3	4
2. Sex	2	1	1	1	2
3. Height	1	4	3	3	2
4. Weight	1	2	2	4	3
5. Build	2	1	2	4	2
6. Overall Health	5	3	5	2	4
7. History of Diseases	9	7	9	1	9
8. Mental Health	1	2	8	2	1
9. Political Experience	6	5	7	7	7
10. Club Membership	7	5	7	3	3
11. Marital Status	7	4	5	1	2
12. Number of Children	0	5	2	0	3
13. Years of Present Marriage			4		4
14. Driving Record	2	9	3	9	
15. Criminal Record	7	7	7	7	
16. Credit Rating	3	2	1	1	
17. Credit Report #1	1	1	2	2	
18. Credit Report #2	7	6	7	2	
19. Credit Report #3	8	0	8	8	
20. Manual Skills Test	3	3	4	4	
21. Math Test	2	2	2	1	
22. Verbal Test	1	2	1	1	
23. Accounting Test	2	4	3	1	
24. Working with People Test	2	3	2	2	
25. Musical Test	2	5	5	3	
26. Highest Educational Level	5	5	7	6	6

Item: Round 3	#1	#2	#3	#4	#5
27. High School Major	1	2	3	2	2
28. High School Grade Average	4	3	6	5	4
29. Undergrad. College Major	1	2	1	2	4
30. Undergrad. College Average	4	2	5	5	4
31. Undergrad. Minor	7	8	7	7	1
32. Undergrad. Instructor Letter #1	1	4	1	2	3
33. Undergrad. Instructor Letter #2	3	5	1	1	3
34. Undergrad. Instructor Letter #3	4	4	2	2	2
35. Graduate Major			1	2	2
36. Graduate Grade Average			5	5	5
37. Grad. Instructor Letter #1			2	2	2
38. Grad. Instructor Letter #2			1	3	2
39. Grad. Instructor Letter #3			1	2	1
40. Type Job (-Most recent job-)	15	15	47	27	17
41. Years Held	5	4	6	6	5
42. Number Supervised	5	5	3	5	5
43. Supervisor's Evaluation	2	3	5	1	1
44. Job Locality	1	2	1	1	1
45. Type Job (Next to last job)	13	14	46	26	15
46. Years Held	5	6	4	5	5
47. Number Supervised	1	3	1	5	3
48. Supervisor's Evaluation	1	3	1	1	1
49. Job Locality	1	1	1	1	1
50. Type Job (--2nd last job--)		13	43	24	14
51. Years Held		5	4	3	2
52. Number Supervised		1	1	2	3
53. Supervisor's Evaluation		3	1	1	1
54. Job Locality		1	1	3	1

Title: THE IK TRIBE

Introduction:

This reading is designed to help students understand some of the ways in which socialization and culture determine peoples' attitudes and behavior. Additionally, it should help them discover that the views they hold toward aging and old people are not shared universally. What is important here is to analyze the reasons why the Ik treat old people as they do, and then, to help students recognize that the situation the Ik find themselves in, that of starvation and fear of extinction, explains to a large extent why they behave as they do. In other words, students need to recognize that the situation or culture of the Ik determines their behavior, that it is not natural (i.e, biologically determined) to behave the way they do towards old people, but that it is normal given their culture.

The STUDENT HANDOUT is excerpted from THE MOUNTAIN PEOPLE by Colin Turnbull. This 1972 anthropological study involves the Ik, a west African tribe in the Kidepo Valley of Nigeria. The author's observations concerning the Ik may be disturbing to the reader. Facing starvation without any apparent hope of aid from the Nigerian government, the Ik seem to share little with other peoples in the world in terms of "humanity." In almost every area of life the Ik seem to be immensely selfish and cruel, and this notion of inhumanity holds true especially in their treatment of old people. Yet after students read the handout it is possible for them to see certain similarities between the Ik and ourselves. While our separation of the old from the mainstream of society may be more subtle than driving old people out without food and beating them with sticks it is, nevertheless, separation. It is separation not brought on voluntarily by people over 65.

Objectives:

--To examine attitudes and behavior towards old people in a culture other than the United States

--To recognize that a change in cultural frame of reference makes for changes or differences in behavior

--To recognize that while there may be differences in specific behavior between cultures in their treatment of the aged, there may also be similarities in certain general attitudes and behavior

Materials:

Pictures of Ik and Icien life; one copy of STUDENT HANDOUT 15:3, 15:4, and 15:5 for each student; map of Africa or of the world.

Procedure:

Step 1: Locate Nigeria on the map for students

Step 2: Put up the 5 pictures of the Ik and Icien life in a place where students can look at them while they read the HANDOUT.

Step 3: Distribute the HANDOUT (THE IK) and allow time for students to read it and fill in answers to the question in the middle of page 2.

Step 4: Discuss the answers to the 5 follow-up questions.

Follow-up: Discussion Guide

(1.) As you read the case study on the Ik you may have noticed that there were examples of cruel behavior towards old people. Can you point out some of these examples? (Food being taking from a starving man; other members of the tribe laughing at the weakness and humiliation of the old man; hitting the old man; children refusing food to the old man after four days of starvation; leaving the body of an old man to rot, not burying it; etc.)

(2.) Although in our country it may be uncommon to see younger people throwing rocks and laughing at starving old people, in what ways might we be considered cruel to old people? (Retirement mandatory at a certain age; lack of adequate housing and income for old people; views of old people as being worthless, "over the hill," idle, voluntarily disengaged from the mainstream of American life; etc.)

(3.) Is the number of years a person lives adequate to describe him or her as being old? Remember that Atum was exceptionally old for his culture--40. If you were to define old age in a broader way what things would you say make a person old? (A difficult question to handle, but what is desirable here is to point out that old age has to be defined culturally and individually. In other words, it is important for students to realize that there is a perceived old age on the part of a culture and on the part of the individual. Some people age before their time regardless of arbitrary chronological ages used by cultures to define the aged. Students need to recognize that the answer to this question is a highly individual matter and that within our own society it is possible to think of oneself as old when in fact our culture doesn't think of us as old at all.)

(4.) In the last two paragraphs the author talks about his views of how the young and old in Ik society look at each other. Do you think there are similarities between what he says about the Ik in this regard and the way young and old in our society look and feel about each other? If so, what are the similarities? (It might be that young people in the United States see old people as representing decay and death; that old people view young people as carrying on life, as visions of the future. NOTE: End your discussion of this case study on the idea of how similar people are regardless of cultural setting. Emphasize that differences are accounted for in terms of cultural beliefs, not in terms of innate or "natural behavior.")

(5.) Why do you think the Ik treat old people as they do? (Students should point out that the Ik are a starving people facing extinction; that they must make decisions about who gets food and who does not get food.)

THE IK

The following reading is from a book by Colin Turnbull, a famous anthropologist (one who studies other cultures and peoples). The name of the book is THE MOUNTAIN PEOPLE. The book is about a tribe of people in Nigeria, a country in Western Africa, who seem to be dying out as a group. The people are called the Ik (pronounced "eek") and have been starving for years. They have tried to get help from the government of Nigeria, but no help has yet arrived. There is a constant struggle to get enough to eat. The Ik do not live to be very old. They usually die before their 30th birthday. People over the age of 30 are considered quite old. As you read, think about the ways the Ik treat their old people. Do you think their behavior is cruel?

We begin with Mr. Turnbull discussing the treatment of an old man named Lolim and Mr. Turnbull's attempt to help him:

> "I watched Lolim leaving my compound (hut) with some food and tobacco I had given him. He told me not to come with him, that he would be all right. He tied (some) bundles up and slung them around his neck so that they hung down his back, under his baboon-skin cape. I watched him leave and he had not gone ten yards before he was attacked by Lojieri (a young man in the tribe), who tried to force what he thought was food or tobacco from one of Lolim's hands. The old man struggled, then suddenly sat down hard on the stones and clung to his cape with all his might; Lojieri found a bundle of food. I shouted, and Lojieri reluctantly (got off of) Lolim, the way a mosquito is driven away by an angry slap but prepares to return. He waited until Lolim was out of sight, and by the time I caught up he had run around another way and Lolim was sitting on the ground again, huddled into a ball, and Lojieri and one other Ik were almost strangling him as they tried to pull the packets away from his neck. When they saw me they just stood up, waved and smiled...and walked off. Lolim remained in a pathetic furry ball, sobbing with weakness, frustration and humiliation.
>
> "Then the children began openly ridiculing him (making fun of him) and teasing him, dancing in front of him and kneeling down so that he would trip over them. His grandson, who like all Ik grandchildren could lawfully joke with and tease his grandparents, stretched his teasing into playful beating, and used to creep up behind Lolim and with a pair of hard sticks drum a tattoo on the old man's bald head. Once Lolim, trying to cover his poor head with his bony arms, accidentally caught Arawa (Lolim's grandson) in the mouth. Instantly Arawa, with the back of his hand, slapped Lolim as hard as he could on the side of his face, knocking the old man to the ground. There were shrieks of delighted laughter, but as the old man lay still, not moving and not even crying, the fun wore thin, and when I approached...they lost interest and went away.
>
> "I thought Lolim was dead. His eyes were open and he was sprawled as he had fallen, his head resting on a tuft of earth. Then his eyes moved and briefly acknowledged my presence before fading off into the distance again...

"I do not remember seeing Lolim talk to anyone after that. He continued hobbling around for a few days, then took to shuffling about while still sitting on his haunches. I fed him whenever I could, but often he did not seem to want more than a bite. Once again I found him with a gang of children dancing around him, shouting and throwing little stones at him, and Lolim was rolled up in his protective ball, crying to himself. He continued crying long after the children had gone, and he clutched at his belly so I thought he might have been hurt. It was much simpler than that. He had had nothing to eat for four days, and the last water he had had was some I had given him about two days earlier. He said he had asked his children and they had all refused and had told him not to come near them.

"The next day I saw him leaving (the) village, where his son Longoli lived. Longoli swore that he had been giving his father food and was looking after him. Lolim was not shuffling away, it was almost a run, the run of a drunken man, staggering from side to side, his hands trailing at his sides, stumbling blindly. I called to him, but he made no sign that he heard, no reply, just a kind of long, continuous and horrible moan, as though it were the last breath he had and it were all running out of him and he were running as though he had to catch up with it. He disappeared over the top of the rise by his old village and descended into the valley below. I did not follow, it was useless; it was all useless. The Ik did not even have the trouble of throwing out his body, they just left it where he fell and died, on a little ridge...where it turns to plunge down into Kidepo (the valley where the Ik live)..." *

IN WHAT WAYS DO YOU THINK THE IK ARE CRUEL TO THEIR OLD PEOPLE? GIVE SPECIFIC EXAMPLES FROM THE STORY YOU JUST READ:

In the following paragraphs the author gives his thoughts and feelings about how the Ik treat their old people and sums up what he has learned about the Ik:

"Why bother surviving to grow old so quickly? For few reached Atum's age (40), or retained his health. For most people in Ik society the plump years, the stomach-filled years, the good years were between about fifteen and nineteen; by twenty-five...you were well on your way out... But even in the teasing of the old there was a glimmer of hope, shining in both directions. It tells of a special feeling between generations (old and young). This is quite

*Excerpted from THE MOUNTAIN PEOPLE by Colin Turnbull. (New York: Simon and Schuster, 1972), pp. 205-207.

common in small-scale societies and in many, perhaps most, others as well. Grandparents are often much more intimate with their grandchildren than the parents are. They are not the disciplinarians, for one thing, but still other things, more important are involved. Each (very young people and very old people) looks at the other as representing, in a way, the future and the past. To the child, the aged represent ancient history, a world that existed long before their own birth, other ways of living and thinking; and the aged also represent an awful and dread unknown world to come, a world of which they will soon be a part, and where in due time they will be joined by their grandchildren; the world of death. It has already touched the old, perhaps they have already visited it, for something shows in their faces that is not in the faces of the young; above all, it shows in the eyes.

"And the old, looking at the young, see the future, they see themselves perhaps reborn, their name continued as well as their line, they see their unfulfilled dreams as having fulfillment; and they see the past, their own past and that of their grandparents and so on back to the beginning of time...Every one of the Ik who are old today was thrown out at (the age of) three, and has survived in consequence, and in consequence has thrown his own children out and knows full well that they will not help him in his old age any more than he helped his parents... The system has turned one full cycle...; it has done away with what we know as "humanity" and has turned the world into a chilly void where man does not even seem to care for himself, but survives..."*

*Ibid., pp. 231-233.

Title: AGING WITH GRACE AND DISGRACE

Introduction:

These two handouts (16:3 and 16:4) provide students with a glimpse of strikingly different social settings for old people. The first involves a social experiment--the Israeli Kibbutz. As such many would argue that it is so far removed from the mainstream of industrialized, urbanized life that it is useless to think of it as more than a pipe-dream. The second handout deals with making inferences about a society, i.e., determing which country is being looked at, by using some pieces of data regarding its elderly.

Objectives:

--To examine and compare two societal settings for old people

--To infer from a body of statistical data which country is represented by the data

Time: One Class Period

Procedure:

Step 1: Have students read through STUDENT HANDOUT 16:3, "AGING WITH GRACE."

Step 2: Discuss the following: (about 5 minutes at the most.)

(1.) What things about life in the Kibbutz do you find attractive or unattractive with respect to treatment of the elderly? (Possible responses: number still actively engaged in working; reliance on agriculture makes it difficult for physically incapacitated to continue working, however; good health of the aged; attitudes about their status in the community seem positive--low degree of uselessness feeling.)

(2.) Are there things about how old people are living and are treated in the Kibbutzim that you think could be transferred to our own society? (Student answers and hypotheses will vary, but caution about making direct transfer of another society's behavior patterns.)

Step 3: Distribute STUDENT HANDOUT 16:4, "AGING WITH DISGRACE."

NOTE: It is important here to let students generate their own hypotheses. Your role should be to let them state their hypotheses, and probe for why it could be this hypothesis or why it couldn't be that hypothesis.

Answer: JAPAN

(1.) Many of you hypothesized that the country was the United States. Why? What clues suggested the United States? What clues suggested that the country was not the United States? What influenced you not to choose certain countries? (.g., it would not be logical to

choose Haiti--life-expectancy is only about 40 years in Haiti, etc.) NOTE: If someone doesn't point it out, you might suggest that we have more in common with the Japanese than is generally realized. The effects of industrialization seem to have some universal manifestations regardless of time and space.

(2.) What similar <u>needs</u> are there among older people? What societal differences are there between HANDOUT 16:3 and HANDOUT 16:4 regarding the treatment of the aged?

AGING WITH DISGRACE

--One-third of all suicides in this country occur among those over 65--the rate is 45.9 per 100,000--the highest in the world.

--Sociologists report that most of the suicides involving old people stem from loneliness, miserable living conditions and economic worries.

--Of the deaths caused by fire in this country, 40% involve the elderly.

--About 660,000 older people now live alone--a circumstance unheard of in this country 35 years ago.

--A young girl of marriageable age recently summed up her qualifications for an eligible boyfriend as one who has a "house, a car and no old lady." Her views are believed to be shared by many her age.

--After World War II there was a great rush to the cities for jobs.

--The average family size has shrunk from 4.9 members to 3.7 in the last 5 years.

--Life-expectancy has risen from 47 to about 72 in the last 25 years.

--The aged tend to live more with their children in the rural areas than in the urban areas.

--Nursing homes are become more and more commonplace as institutions to house old people in this country.

--Many companies are demanding retirement at age 55.

--Three-fourths of the aged in this country have little or no income at all.

--There is some recognition on the part of public officials for the need for political and social action programs concerning problems of the aged.

--In the "old days," there was reverence for the aged in this country but such reverence is rapidly disappearing.

WHICH COUNTRY IS THIS?

Title: WHICH COUNTRY IS BEST?*

Introduction:

In order for students to evaluate the treatment of older people it is necessary for them to compare data about various models of roles for the elderly. This exercise asks students to look at four hypothetical societies and decide, in groups, which of the four countries is "best" for old people.

The second part of the activity asks students to pool their knowledge and opinions and make-up the ideal society for the aged.

Objectives:

--To compare four hypothetical countries and rank them according to students' perceived notions about which is "best" for old people

--To decide what activities and kinds of treatment would be most desirable for elderly people

--To arrange data and make decisions using small group process

Time: Two Class Periods

Procedure: First Day

Step 1: Divide the class into groups of about 5. Distribute one packet of cards to each group.

Step 2: Instruct students that their groups are to study the four countries described on the cards, decide as a group which of the four would be best for old people to live in, and then arrange the cards in rank order from "best society for the elderly" to "worst society for the elderly" by placing the "best" on top, next best second, etc. They have 30 minutes in which to complete this task.

Step 3: Spend the remainder of the period eliciting from the group the rank ordering systems used by each group and the reasons why some countries were considered "better" places for the elderly than others. If there is disagreement among the groups, focus on why such disagreement is present.

Procedure: Second Day

Step 4: Have students spend this class period in the same groups they were in yesterday. Their task is to prepare a group statement (paragraph, essay, etc.) entitled "The Ideal Society for the Aged." The following questions should be used as a guideline for the group statement:

* Adapted from an idea by Robert Kastenbaum, "Age: Getting There Ahead of Time," Psychology Today, December, 1971.

(1) Where do the aged live in your ideal society?

(2.) How do the aged spend their time?

(3.) How much a part of the everyday life of the society are old people; i.e., are they very much involved with everybody else, or do they spend most of their time and activity as a group apart from the rest of society?

(4.) How do they get along economically? That is, who supports them?

(5.) How do they get around in society? That is, how do they get from one place to another? (Do they drive? Are they provided public transportation, etc.?)

(6.) What social services and government programs should be available to them, and to what extent should the government provide for their livelihood?

This series of questions is contained on the blue cards. Distribute one blue card per student to complete Step 4.

Step 5: Spend as much time as you deem necessary having the groups read their statements to the rest of the class and share their ideas about "The Ideal Society for the Aged."

Questions to use in writing "the ideal society for the aged":

Where do the aged live in your ideal society?

How do the aged spend their lives?

How much a part of the everyday life of the society are old people involved in? That is, do they spend most of their time with members of their own age group or with members of all age groups?

How do they get along economically? That is, who supports them and how?

How do the other members of your society feel about old people? And, how do they show their feelings?

What social services and government programs does your society provide for the elderly?

Country A:

This small, mountainous society is relatively isolated from surrounding peoples and countries. Generally speaking, elderly people in this society live with their families--sons, daughters, in-laws, cousins, aunts, uncles, etc. There are not what we would call social welfare programs for the aged, because the family is the unit expected to take care of the health and general well-being of its older members.

Older people spend a great deal of their time doing just what others in the community do--working, farming, doing family chores, and helping with the day-to-day tasks that make the family and the society function. In other words, it's very difficult to tell the young from the old in this society in terms of what they do; they do pretty much the same kinds of things. Older people are, of course, less active physically than younger people.

Elderly people play a prominent role in making political decisions in the community. They are looked up to for their wisdom and their decisions about how the local communities should be run. Their knowledge is considered to be more valid than the knowledge of younger, less-experienced members of the community.

Since the region is quite hilly, elderly people stay physically active until quite late in life. Simply to get from one point to another requires climbing hills, negotiating steep grades, and walking many miles.

The economic mainstay of the country is farming. Life may be considered "hard" by outsiders from highly indistrialized countries because of its physical demands, but the land is fertile and people in the country generally feel that they receive a good return from the land for the work they put into it.

Country B:

This highly industrialized society has most of its elderly people residing in cities apart from their families, either alone or with other elderly people. Family in this country is usually regarded as mother, father, and children; grandparents are generally excluded from either residing with or having much to do with them. Most elderly people live by themselves in single family dwellings or in apartments. There is an increasing trend towards reliance on institutional care (nursing homes) for the elderly when they can no longer by physically self-reliant. Currently, about 10% of all people 65 and older live in such homes for the aged.

Many elderly people remain active in their communities, but they must take the initiative to do so. In other words, old people are not openly encouraged to stay active and involved with other members of the society.

Most companies have set a mandatory retirement at age 65. Hence older people must rely heavily upon government programs and individual savings to sustain them during their later years. Adequate health care coverage is of utmost importance to the elderly. Women over 65 greatly outnumber men the same age.

There seems to be a distinct difference between the kinds of activities one would find old poeple engaged in and those one would find younger people engaged in. Since retirement is generally at age 65, many older people find it a time in which they have to learn to "restructure" their lives, to fill hours via their own initiative.

As an economic group, the elderly are poor compared to other age groups. It is rare, except in rural areas, to see much financial support offered by relatives. This is largely due to the financial burdens faced by the nuclear family--it has its own problems, in other words.

Elderly people generally do not play an active part in making political or economic decisions in their communities. Their opinions are not sought for nor do they serve the role of educating the young. Most learning and knowledge is considered to be contained in books and in the media--not within the minds and experiences of old people.

The elderly share several basic health and survival problems. Consequently, "golden age" clubs have emerged to give discount rates on public transportation, social security has become the mainstay of the elderly's economic existence, and health care is more and more being provided for by the government.

Country C:

In this society the main concern of all its members is day-to-day survival. The activities of young and old alike center around the gathering and consuming of food. Elderly people live with their children, but are pretty much expected to fend for themselves. Old people are generally treated as "equals," although they are not especially revered for their age. Quite a number of older people serve on the community councils where decisions are made about laws and how the government is run.

There are no government programs as we know them (Medicare, Social Security, etc.). Government is mainly concerned with maintaining law and order, and with how to try to get food gathered and distributed as evenly as possible.

The society needs the resources of all of its members to survive. There is a constant struggle to "keep body and soul together" and unless everyone helps, the people will surely face extinction. However, when it comes to the day-to-day problems of acquiring food, people pretty much act with a "survival of the fittest" attitude--whoever gets food keeps it from the others, eats it, and stays alive.

Country D:

This country is a highly industrialized, urbanized society that provides a large number of government and social welfare programs for the aged. Much attention has been focused on the elderly simply because they comprise such a large proportion of the society--15% of this country's people are 65 and older.

Generally speaking, elderly people do not live with the other members of their families. A great percentage live with other older people in retirement villages. Nursing care, transportation, health care, etc. are taken care of by the government. It is rare to find older people involved with the rest of society, however. They are pretty much considered and treated as a separate group with their own interests and problems.

The elderly in this country are not looked up to because they are old. Knowledge and wisdom are considered the contents of books and libraries.

CONCLUSION: "My Views Reconsidered"

You'll recall that at the beginning of this unit you filled out a questionnaire entitled "My Views." You'll also recall that you were asked to keep the survey you filled out to use at the end of the unit. Please locate your copy of "My Views" at this time and follow the instructions below:

(1.) Study each of the word pairs and the responses you made to them at the beginning of the unit. Which of the ratings you put down would you now change?

(2.) Using Step 1 above as a guide, write out (or discuss) in what ways you think your views have changed (or not changed) regarding aging and old people.

END